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The School Community.

The problems involved in the establishment of the common school as the social center of the organized school community are many. And yet the difficulties are not unsurmountable nor even unwieldy. The plan as a whole, as proposed in these pages, may look rather intricate; to some—judging from various criticisms—it appears like a labyrinthic castle in the land of romance. Suppose walking were an unknown art, and someone should undertake to give a detailed description of the human perambulatory apparatus, the correlation of muscles, the complex activity of nerves, and the various delicate motor-adjustments, would he not be looked upon as a dreamer if he should suggest that this art could be mastered by every normal human being? With a child it is not necessary, nor would it be sensible, to instruct him concerning the anatomy and psycho-physiology of walking before inducing him to take the first step. Now look back at the suggestions given for getting the school community of the future under way, and see whether it is not very simple after all to start the preparation for the new social unit.

There are two general methods of beginning the good work. One is to set in motion several social endeavors that will develop the necessity for organization. The other is to commence with organization and then develop social functions, as the community realizes its possibilities of co-operation and good-fellowship. Both plans require, for successful inauguration, strong leadership, to be sure, but no teacher should hesitate to assume the new duties on that account. One of the most successful educational associations in the country was started by a superintendent who was lacking in almost every quality one might look for in a successful leader. The leader, yes, leaders, arose after the association was launched. The new order is bound to develop the very qualities necessary to carry on the movement. The possibilities are so wonderful that no fruitless, ungermane antagonism to the idea should be allowed to block the way.

Before entering upon a presentation of modes of procedure it may be well to dispose of the two most persistent objections that are raised with stubborn reiterancy:

"If this plan goes thru, of making the school a sort of a club-house for the people, family life will be broken up more than ever before. The very idea of home is passing into the unknown." These words of an institute conductor give expression to a series of attacks that have crushed a number of chances for a hopeful beginning in school community organization, and yet it is the most unjust criticism that could be raised. What constitutes home? might well be asked of the opponents. Is it the mere being together of a number of people in one house? Then the prison would be the ideal. Home includes the idea of the *willing* living together of the members of a household, the being together from choice, and because separation affords less pleasure. Doing things together is more essential to the keeping intact of the foundation upon which the idea of home rests—that is, having common interests, and sharing common pleasures, common sorrows, and common anxieties—than just gathering amid the same surroundings, day after day, within the four walls of the family dwelling.

There is no doubt that the old-fashioned home feeling is not as evident as in the years past. This is due largely to greater specialization of interest and the increased complexity of social demands upon individuals. Instead of mourning about this condition we must go to the root of things. The father who goes to his club or lodge, the mother who has her society and committee meetings, and the young people who are spending their time in their particular way, may develop home feeling if brought together occasionally by a common interest, such as the school community idea, in its workings, is sure to supply. Looked at from this point, it ought not to be difficult to see that under the new order of things the home will be considerably strengthened rather than undermined.

A kindred objection which has confronted the writer time and again is that the plan is socialistic and tends to crush individuality. If there is one feature in which it is superior to any socialistic scheme ever proposed it is that individuality receives its rightful recognition and is afforded the broadest scope for development and free social service. Perhaps it is socialistic in that it makes the common school a *common* school in fact, something in which every citizen feels a share of ownership, and to whose upbuilding he seeks to contribute the best that is in him, while deriving from it for himself the best it offers. By giving the plan a name which with some people would stir up violent prejudice against its acceptance, obstructionists have in several places succeeded in retarding its inauguration. After the workings of the plan have been more fully described in these pages the baselessness of the charge of socialism (in the sense in which the critics use the term) will be clear.

(To be continued.)

Schools as Social Centers.

From the *Evening Post*, New York.

Chicago's efforts towards making the public school buildings social centers is taken by THE SCHOOL JOURNAL as a text for an argument in favor of the exploitation of this idea in all large cities. New York, it says, has laid a foundation in its evening schools and people's lecture courses, but this, it criticises as "merely doing something for the people instead of putting the people in the way of working out their own salvation under wise but unobtrusive leadership." Talking to the people or amusing them with stereopticons is not sufficient, it is argued. "They must be drawn out of themselves and made active coöperators." The first step advised is the opening of the school buildings for purposes of recreation and social gathering, thus making them club-houses of the people. College-bred men have their clubs, high-school graduates have their alumni associations, and why shouldn't the graduates of the public schools and others of their educational attainments enjoy the schools as clubs? it is asked. Resources to occupy the mind after the day's work is done would lessen the gatherings in the saloon, it is argued, and would quiet much of the social unrest. This work, THE JOURNAL believes, cannot be done by the churches, nor by the free concerts, the recreation piers, the parks, and the playgrounds, and is a fallow field for an organization in each school community.

Educational Opinion:

A Monthly Educational Review.

The Education that Counts.

According to the *Saturday Evening Post*, it is plain that many of the surplus millions of the United States are going to the colleges and universities. Education will become cheaper and more possible to the poorest boy every year. Mr. Morgan's million dollars to Harvard, the bicentennial fund of two million dollars to Yale, and other sums aggregating millions more to many of the six hundred and odd colleges and universities of the United States, not to mention the rumor of a fifty million dollar fund for the University of Chicago, all mean that the deserving institutions of the country are going to get as much money as they can reasonably expect.

In the midst of the offering of these opportunities comes a warning voice from men of more practical ideas, who hold that too much time spent in post graduate work is a handicap on success in the world. We may not accept their dicta entirely, but there is wisdom in listening to what they have to say. A man naturally inclined to be a student often gets to love knowledge simply for the sake of learning. He accumulates a vast amount of information without developing practical ability to apply it to a world which looks for results. Such a one may live and study all his life, and when he dies the world has lost little. It makes no difference how much education may be developed. Its value must be measured by its usefulness in one form or another.

The sensible student, therefore, never gets so deep in his books that he loses sight of the world. The university is different from the manual training school, but in final results the aim must be the same or it miscarries, and that aim is to fit men and women for better and higher work in the world.

This is the kind of education that the rich men want to increase by the encouragement of their generous millions. They themselves belong to the active bustling world of trade and commerce. They know that the growth of business and the better management of affairs in public as well as in private life depend upon having educated men in the practical work of the world. Their gifts thus become investments that will return dividends upon their own estates, for, as the quality of service improves, so does the value of all belongings increase.

Everywhere, in all departments of effort, there is a freer and a greater opportunity, and the final verdict is not based on what a man knows or what he has studied, not on what he has hoarded either in mind or in treasury, but on what he does that contributes to the good of mankind, and which exercises an influence in the upward advancement of the human race.

The True Teacher Spirit.

One means towards making the teacher's labors recognized at their real value is cultivation of "the true teacher spirit." Just what this means is revealed by a paragraph from the pen of J. Julian Newman, in the *Normal Instructor* for October:

"The lack of the true motive," writes Mr. Newman, "the teaching for money alone, the use of the school-room as a stepping stone to a more desirable place, the careless indifference of so many school keepers, has caused the profession in many places to be looked upon as mere secondary employment suitable only for those too lazy to plow, too honest to steal money but not to steal souls, and alas! for a large class who it were better a 'millstone were hung about their neck,' or the lightning should blast their very souls, than that they should continue to send a blight upon the trusting mind of youth. Nothing save a true teacher spirit can bring the profession to a height where it really belongs, as

near to heaven as earthly things dare presume. This true spirit, clothing the teacher in love, carries him to the bedside of a sick pupil; placing the mantle of charity about him, makes the poorest child, in his presence, feel rich by an approving smile; building a wall of patience around his very existence, makes him impregnable to the darts of dull pupils. 'His true spirit—that which hides the cares of life behind a smiling face and cheery good morning—how this gentle spirit warms the yielding child into plastic material that may be wrought by skilful hands into a being worthy of the image he bears.'"

Education for Street Boys.

Mr. Lyman B. Goff, a millionaire manufacturer of Pawtucket, R. I., says the *Public School Journal*, is about to build a fine clubhouse in that city for newsboys, boot-blacks and all other boys between the ages of 5 and 15 years who are in the habit of making the streets their homes.

Mr. Goff has just purchased a \$20,000 strip of land in the heart of the city, and has had plans drawn for a \$50,000 structure. The new building will be three stories in height, with swimming pool annexed.

In the main building will be a library, game room, reading room, bath and toilet room, and gymnasium. The swimming pool will be one of the features of the club, as there is none in the city.

Nearly a year ago Mr. Goff was greatly surprised to find so many boys on the streets at night, hanging around low resorts, theaters, and saloons. For nearly six months he studied the boys, and finally made up his mind to start a boys' club. In order to be eligible to membership the boys are required to have clean faces and hands.

Boys who belonged to the Young Men's Christian Association or other like organizations were not allowed to join, as Mr. Goff wanted a different class of boys. Boys with good homes were not invited to become members.

Rooms fitted up at a large expense by Mr. Goff were opened. Gymnasium apparatus was installed, bath rooms and reading rooms arranged, and in less than a month the membership increased from 100 to over 500. The quarters were not large enough to accommodate the youngsters, and in order to make a good home for them Mr. Goff will erect the new clubhouse.

The club is non-sectarian, and not one word concerning religion is said to the boys, the object being to promote their morals rather than their spiritual welfare.

Bad Boys and Long Holidays.

It would seem to be about time for England to wake up to the possibility of the vacation school, to judge from a recent article in the *London Daily Telegraph*. The writer says that a short time ago two mothers appeared at the North London police court in connection with a charge brought against their sons, aged ten and twelve respectively, their offence being the serious one of till robbery. The boys' mothers assured the magistrate that they were generally well-behaved and obedient, but that since the summer vacation had commenced they had spent all their time playing in the streets where they made the acquaintance of older boys of loose character who encouraged them in acts of dishonesty. To send such children to prison was, of course, out of the question. They were given a week each at the work-house.

The *Telegraph* reports a similar case which occurred at about the same time at Hornsey. Two boys, ten and eight years old, appeared before the magistrate, charged

with felony. They had agreed to rob a school-room attached to a chapel, and to make booty of the hymn-books which belonged to the Campsbourne mission. The caretaker of the chapel stated that the store-room of the chapel had been left open, but in order to reach the building it was necessary to climb a high wall. The boys had scaled the wall and were just returning with the books, a looking-glass, and a vase when they were seen by an older boy who informed a policeman. Both the children had been before the court the previous week, charged with stealing, and had been discharged on promise to behave better in the future.

Children's Educatories in Rome.

About fifteen years ago, says Rachel Chalice in the *Educational Times* (London), Italy awoke to the fact that an education which left the children of the very poor exposed to all the temptations of the streets when out of school was not adequate to the needs of the nation. As a result, Carlo Tegen, chief inspector of public education, at Rome, went to Norway to study the organization in vogue there. He was so impressed with the Scandinavian system that, on his return to Italy, he brought about the establishment of a similar institute.

In 1888 an infant "educatory" was opened in Rome, called Queen Margarethe's educatory. This was soon followed by an institute bearing the name of Pestalozzi, and the educatories now number fifteen, with about fifteen hundred pupils. They are centers of physical and moral, as well as of practical, education for poor children. The physical education is forwarded by the hygienic care of the body, by provision of wholesome food, and by promotion of muscular activity.

The squalid surroundings of the poorest children being ill-adapted to cleanliness, the educatory sees that they are washed, combed, and cared for before commencing the school tasks; and they are, moreover, provided with the clothing necessary for their well-being. A sanitary commission inspects the institute at regular intervals to detect any contagious diseases, or to advise any medical treatment necessary for any of the children. The educatory also arranges for the despatch of any such little ones to convalescent homes in the mountains or by the seaside.

Practical intelligence is fostered in the children by teaching them to use their fingers in such arts of industry as manufacturing little cardboard boxes, knitting shawls and socks, weaving baskets, carving, and other occupations suitable to their years.

As the educatories are for children only between the ages of six and twelve years, there are protection committees which look after them when they reach the limit of age. Places are found for them in various capacities where youthful service is required, and when ill or incapacitated, arrangements are made for their reception in a hospital or infirmary.

The Concern of the School.

With each step that man has advanced out of savagery, says Mr. George Alfred Brown in *School and Home Education* for October, the world of opportunity for his activity has widened in a more than double ratio, and the fields of knowledge involved have similarly widened. When man had little knowledge of the laws by which the physical and ethical determining conditions of his life were controlled, the method of the school needed to concern itself with but little beyond giving that poise and attitude of body and mind to be attained by learning to ride a horse, to shoot an arrow, and to tell the truth. But when the possible directions which man's activity may and must take if he maintain or advance his present civilization are almost infinite by comparison with primitive life, the method of the school must concern itself not only with the poise of culture in

body and mind, but also with the organization of that "Free Will" which transfers the activity of the mind and soul from its internal field to the external world.

The attitude in the school of boy driver must be ever ready to change on the instant to the attitude of teacher and leader on the discovery of an aim and purpose for the activity of some individual, to be drawn from the proper correlation with life of the facts of knowledge then being studied. The preservation of civilization depends on the written and printed word, the advance of civilization depends on the method of teaching that word.

Charles Hoole, Schoolmaster.

The more widely one reads, the more deep-seated becomes his conviction that there is little originality and "nothing new under the sun." Mr. Foster Watson brings this to our attention quite forcibly in his resume of the old book, "A New Discovery of the Old Art of Teaching School," by Charles Hoole, printed in 1660. Mr. Foster's article appears in the *School Review* for October. The writer says that while Hoole does not reach to the modern position that every stage of growth in life has a perfection which is appropriate and adequate to itself, he does see that in the work of teaching it is the pupil who is to be considered.

Hoole's "Petty School" continues Mr. Watson, may be described as the first pedagogical treatise on the teaching of very little children in anything like a modern spirit. The headings of the chapters in the treatise are: I. How a child may be helped in the first pronunciation of his letters. II. How a child may be taught with delight to know all his letters in a very little time. III. How to teach a child to spell distinctly. IV. How a child may be taught to read any English book perfectly. V. Wherein children for whom the Latin tongue is thought to be unnecessary are to be employed after they can read English well. VI. Of the founding of a petty school. VII. Of the discipline of a petty school.

The spirit of Hoole's teaching is well shown in his treatment of the teaching of the letters of the alphabet. He gives devices, such as the provision of twenty-four pieces of ivory with a letter on each. He suggests that the teacher should play with the child and show him each letter as it is thrown on a table. And again he has the letters engraved on the sides of dice, so that by means of "sport" the child may be taught the letters. Further, he suggests pictures in a little book, and states that he has himself published a "New Primer," wherein he has joined twenty-four pictures or images of some things whose names begin with different letters of the alphabet—where A stands for an ape and B for a bear, and so on. He gives another method of teaching the alphabet by a little round box which contained a wheel with the letters of the alphabet, which showed themselves, as they went round, thru a hole in the box.

We could imagine that it is Pestalozzi or Froebel who is speaking when Hoole says: "It is as natural for a child to learn as it is for a beast to go, a bird to fly, or a fish to swim. . . . And could the Master have the discretion to make their lessons familiar to them, children would as much delight in being busied about them, as in any other sport, if too long continuance at them might not make them tedious."

It appears that petty schools were frequently—at the time of the Commonwealth, as before and after—in the hands of poor women or other necessitous persons. Hoole urges that this state of things should not be allowed to continue—if for no other reason, since the first principles of religion and learning have to be taught there. He suggests that rich people ought to provide endowments so that good teachers can be attracted. With a fixed yearly stipend—Hoole suggests at least twenty pounds a year—and convenient dwelling, with liberty to take young children to board and to ask fair fees from those able to pay, the master might be ex-

pected to take all such poor boys as could conveniently attend the schools free of cost.

In the chapter on the discipline of a petty school, Hoole insists that the teaching of good manners is a main part of good education. The school hour is 8 o'clock, or, in a case of weakness, 9. Neatness in dress and cleanliness are to be insisted upon. Play is to be allowed before school. Obeisance is to be made to the master on his coming into the school. There is to be roll-call, a reading of a chapter, a short prayer fitted for the school, and a hymn. Striving for places is to be encouraged; corporal punishment discouraged. The Lord's Prayer, the Creed, the Ten Commandments, and catechism are to be known to all, and regular hours set aside for them.

No more than forty boys are to be allotted to one man. If more are in a form a master will have to make use of scholars to teach the rest,* which Hoole considers occasions "too much noise and disorder and is no whit so acceptable to parents or pleasing to the children be the work never so well done." So Hoole proposes in petty schools at least one master to every forty boys. tho he does not hesitate to suggest it will be well in addition to have a writing-master and a "supervisor or inspector."

* The first notice of this pupil-teacher system I have come across is in Thomas Popeson's ordinance (1592) to Bungay School (Suffolk): "Some of the hygest forme, shall weekly, by course instruct the first forme, both in their accidence and also in giving them copies to write."

Proper Training of the Teacher.

The only safeguard against formalism and fruitlessness in teaching, Prof. M. V. O'Shea suggests in the *World Review* for October 5, is the proper training of the teacher. First: she must herself have become possessed of all the general knowledge and accomplishments of the race; else how can she lead the child to participate in the achievements of the race, unless she has first participated therein herself. Of course, she must know what she is to teach, and know it absolutely. Then, she must possess herself of what is known about the child to be taught, and in what way he can be led most happily and effectively into a mastery of what is to be taught him and of the arts he is to acquire, and the conduct he is to live. What botch-work a man would make who had never studied engineering, but who essayed to fit a bridge to a chasm; or imagine a blacksmith fitting garments to a lady. But what simple tasks either of these is compared to fitting a child to the world; why then should any one be permitted to undertake it who has not tried to acquire what the world knows about so difficult an art?

Age Qualification for Teachers.

Mr. William Linton says in the *Canadian Teacher* for October 1, that at least forty per cent. of the teachers of Ontario are under twenty-one years of age. The writer is of the opinion that this condition of affairs is not what it ought to be, and he argues that the age limit should be raised to twenty-one years.

It is of great moment, he says, that children be placed under the control of fully-developed men and women. How boys and girls are allowed to teach with our educational equipment and environment seems perplexing. In this respect we stand alone among the professions, tho our work is second to no other in importance. No one is permitted to be a doctor, a dentist, a lawyer, a councillor, a school trustee, or a voter until he has attained his majority. What parent having the highest welfare of his child at heart would think of having him placed under a boy or girl as his moral and intellectual guide?

Raising the age limit to twenty-one would have a tendency to raise teaching to the rank of a profession

in the opinions of those outside of the profession. For, notwithstanding the fact that it is second to no profession, it is looked upon by the people of Ontario as a peculiar kind of calling where aspirants for every other profession or vocation offering more tempting emoluments can earn a few dollars to tide them over the rough places in their onward and upward march. The machinery for turning out teachers is admirable. We have high schools and county model schools in every place of any considerable size, and if our normal schools are insufficient we build new ones, so that teachers are turned out in ever-increasing numbers. Many enter the profession very early in life; as they intend to teach but for a few years, their duties too often sit lightly upon them. How different is it with the earnest zealous teacher who is intending to make it his life work. Every problem he masters, every difficulty he overcomes, will increase his power of usefulness, and make his position more secure.

Should the welfare of forty or fifty pupils be imperiled to allow the teacher of eighteen, nineteen or twenty years to try his prentice hand upon them, in many instances heedless of the consequences, if he can but use this as an instrument to further his aims and ambitions? Should teachers of long experience, of faithful service, men and women who have given their life-blood for the young people of our fair province, be sacrificed to make room for those who have no intention of teaching longer than two or three years?

Raising the age-limit would certainly improve the tone and character of the school, elevate the standing of the teacher, make his work in the school and in the community more effective, and result in lasting benefit to the people of this country.

Free Text-Books.

The opponents of free text-books for the Chicago schools have been employing every plausible argument to strengthen the cause. A writer in the *Wisconsin Journal of Education* for October discusses the question very reasonably. As his suggestions apply to school systems generally as well as to Chicago, a few of them are worth considering.

The law furnishing free texts for indigent children, the writer remarks, will never work in American communities. The self-respecting poor will resent the aid as carrying a stigma with it. On the other hand, shameless people who are not poor will claim its benefits. Such a law, therefore, can never be satisfactorily administered without a resort to inquisitorial measures, which are expensive and irritating and wholly foreign to the spirit of our institutions. Meantime we demand the attendance at school of all children of suitable age, and enact more or less effective laws to secure it. How shall we justify ourselves unless we furnish free text-books? We make heavy expenditures for the schools,—buildings, furnishings, heatings, teachers' wages, etc.,—and then suffer their efficiency to be seriously impaired because many of the pupils have not the text-books and cannot secure them at once.

It is usually people of small means who are moving their homes frequently, and each move may bring the necessity of a new set of text-books, an arbitrary burden which they can ill afford to bear. On the other hand experience has shown that the burden of free text-books is not a heavy one to the community, and that the difficulties of administration involved are not serious, while the advantages are very great. We cannot recall an instance where a community which has given the plan a fair trial has been dissatisfied or cared to abandon it.

The chief argument against the system alleges that it is socialistic; that you might as well furnish free clothing. Anyone who finds himself strongly influenced by this allegation will do well to ask seriously whether it is not an attempt to frighten him with a bogey. Socialism is a term of somewhat uncertain limitations, but

let us accept the definition given in Webster's dictionary: "A theory or system of social reform which contemplates a complete reconstruction of society, with a more just and equitable distribution of property and labor. In popular usage the term is often employed to indicate any lawless, revolutionary social scheme." This is broad enough certainly, and yet it is difficult to see how it can be made to include the proposition to furnish free text-books to school children. This is in fact simply carrying out universal free education, the avowed purpose of our public school system.

Insanity Among Teachers.

At the National Congress of Women Teachers recently held in Germany, Dr. Friedrich Zimmer startled his hearers by educing carefully prepared statistics showing that women teachers are peculiarly liable to mental maladies. Part of Dr. Zimmer's contention, as published in the *Literary Digest*, is as follows:

"If there is any calling which would seem to correspond to the natural inclination of the female mind, and that, accordingly, we would have reason to suppose women could successfully carry on, it is the calling of a teacher. Yet my experience has been such as to lead to the belief that women teachers are particularly subject to lunacy and other mental disorders in Germany and in the German portion of Austria and Switzerland, and the replies only confirm what had been expected on the basis of individual experience."

Dr. Zimmer cites statistics from all parts of Germany, showing that out of every eighty or ninety women in the asylums one is a teacher, while there is but one woman out of every 350 in the country that is a teacher. From these figures he argues that the danger of mental disease to teachers is four times what it is to women in other walks of life.

It is said that the German officials have for some time been aware of these facts, but that they attribute the cause less to the hardships of teaching than to the strain from overstudy in preparing for examinations. Some few months ago the minister of public instruction for Prussia issued an edict that women applicants for positions as teachers shall be examined as to their general culture and good judgment, and that no attention shall be paid to "cram" studies.

Courses of Study in Agriculture.

The following detailed plan for a course of study in agriculture comes from the pen of Dr. Boris D. Bogen. It is published in *Education* for October. As Dr. Bogen is principal of the Baron de Hirsch agricultural school at Woodbine, N. J., he is probably as well fitted to arrange such a course, and to work it out in practice, as any one in the country:

Winter Term.

FARM AND DAIRY DEPARTMENT.

First week: Cleaning a cow. Parts of a cow. Handling a cow. Tools, and the way to handle them.

Second week: Cleaning stables. Stables and their accommodations. Tools and their handling. Taking out manure. Absorbents for liquid manure. Manure conservers. Care of manure.

Third week: Feeding. Elementary principles of feeding. Time, kind, and process. Throwing down ensilage; distributing it to animals. Watering, mixing, and distributing concentrated food. Feeding hay and other roughage.

Fourth week: Milking. Elementary facts about milk; preparations for milking; right method of milking; wiping the udder. Stripping.

Fifth week: Weight of the milk. The use of the spring scale; recording the weight, straining the milk. The strainer and its parts; care of the strainer and its

use. Sampling of milk; purpose and process. Coolers and their parts, care of coolers. Water supply. Bottling milk.

Sixth week: Dairy utensils. Washing utensils; pails, cans, strainers, bottles, brushes. Cleanliness: sink and care of it; water and steam supply. Alkalies.

Seventh week: Separating milk. Purpose and different methods. Shallow pan. Deep setting system. Kinds of separators, putting the parts together, oiling and running.

Eighth week: Ripening the cream. Preparing starters. Vats, their care and parts. Churn; churning cream, washing butter, working parts and care of it, salting butter, working butter, and printing butter.

GREENHOUSE.

First week: Preparing beds. Soils, composition of compost. Spade, fork, hoe, and rake.

Second week: Sowing beds. Germination.

Third week: Watering and heating.

Fourth week: Weeding, trimming, and transplanting. Construction of houses.

Fifth week: Watering. Varieties of flowers according to season.

Sixth week: Propagation by cutting and grafting. Planting.

Seventh week: Re-potting. House plants.

Eighth week: Insects and scales. Fumigation and insecticides.

TRUCK AND STABLE DEPARTMENTS.

First week: Handling a horse. Parts of a horse, cleaning a horse. Tools, and the way to handle them.

Second week: Cleaning stables. Stable: Construction, ventilation, floors, drainage etc. Tools. Taking out manure; absorbents, saw-dust, bedding.

Third week: Feeding horses. Elementary principles of feeding; different kinds of feed. Watering, feeding, and carting.

Fourth week: Harness. Its use and care; parts of it; how to harness and unharness a horse; the care of the harness. Driving, hitching.

POULTRY, FRUIT, AND APIARY.

First week: Cleaning the yards and roosts; construction of poultry houses, handling the chickens.

Second week: Feeding. Feeding rations; feeding and watering the birds.

Third week: Killing and dressing poultry for market; parts of a chicken.

Fourth week: Preparing poultry for exhibit; different breeds.

Fifth to eighth week: Attending incubator and brood-house. Root grafting and making beehives.

Summer Term.—March to October.

DAIRY AND FARM DEPARTMENT.

Soils. Formation, composition, texture, classification, lime, marl, manures, and fertilizers.

Practical work. Spreading manure, liming, and mixing fertilizers.

April: Tillage operations, the plow and the harrow; their use and care.

Practical work. Plowing and harrowing.

May: Planting and sowing; seed drills, wheelbarrow seeders and rollers.

Practical work. Sowing, drilling, and rolling. Continuation of the work of the preceding month.

June: Cultivation, weeding, conservation of moisture; weedeers, cultivators, and hoes. Haying.

Practical work. Cultivating, hoeing, and using the weeder.

July: Harvesting and haying, wheat, rye, continued. Scythe, mowing machine, reaper and binder, horse rake, and hand rake.

Practical work. Mowing, binding, curing, raking, loading, and storing.

August: Cultivation of the corn and fodder crops; sowing crimson clover.

September: Preparing ensilage.

TRUCK DEPARTMENT.—SUMMER TERM.

March: Soils: Formation and composition. Liming, manuring, mixing fertilizers. Planting: peas, onions, radishes, asparagus, rubarb, and horse radishes. Plowing and harrowing done by experienced hands.

April: Tillage operations, plowing, harrowing, marking out. Planting: cabbage, beets, carrots, lettuce, parsley, sweet corn, and potatoes.

May: Planting: tomatoes, cucumbers, squashes, melons, beans, pumpkins, sweet corn.

June: Cultivating, weeding, etc. Celery, pepper, egg plants, cauliflower, and picking berries.

July: Prevention of the beetle; picking fruits, harvesting, and digging early potatoes.

August: Digging potatoes, taking off crops, picking watermelons and cantaloupes.

September: Marketing and storing crops. Clearing off fields.

LANDSCAPING AND NURSERY.

March: Soils: Manures and fertilizers.

Practical work. Tools: plow, harrow, rake, and spade. Tillage operations: Plowing, harrowing, and raking. Manures: Mixing fertilizers, taking up trees, shrubs, and vines for transplanting.

April: Preparing beds. Planting trees and shrubs, planting seeds, pits, and seedlings in the nursery; cutting and grafting. Trimming and seeding lawns.

May: Planting flowers and bulbs; cultivation in the nursery.

June: Cultivation of flower beds, watering beds and lawns, budding, mowing, and road-making.

July: Repairing walks and drives. Cultivation in the nursery.

August: Taking care of beds and lawns. Budding.

September: Preparing beds for fall planting. Road-making.

POULTRY, FRUIT, AND APIARY.

March: Bees: Making bee hives; trimming fruit trees and grapes, spraying, manuring, and fertilizing.

April: Inspection of the bee colonies. Preparing the ground, plowing, harrowing, planting trees, vines, and berries. Spraying.

May: Putting in supers. Preparing for swarming, hiving swarm. Cultivation. Spraying.

June: Harvesting strawberries and raspberries. Looking after insects. Spraying.

July: Extracting honey, harvesting cherries and

blackberries, early peaches and early pears. Spraying.

August: Comb honey. Peaches and pears, early apples and grapes.

September: Peaches, pears, apples, and grapes.

Women at a German University.

The woman at a German university is on a very different footing from the man, writes Lydia Lois Tilley in the *Outlook* for Oct. 12. She does not pay the matriculation fee, nor does she receive the card which admits the student to concerts at half price and gives him the right, in the event of a misdemeanor, to be tried before the university tribunal instead of in the civil court, and to be incarcerated in the university prison. The usual condition upon which permission to hear lectures is granted to foreign women is college graduation.

The attitudes of the professors towards women students differ greatly. While some are very kind to women, others at the same university and in the same line of work refuse admission to their lecture-rooms to women applicants.

Permission to hear the lectures at any given university does not imply, however, that it will be possible for the woman to take there her doctor's examination. There are still only a few German universities where degrees are conferred upon women. Göttingen and Halle are two that are liberal in this respect.

Having settled the question of admission, the next thing is to decide on the lectures to be heard. For the man, there is a custom which permits him to hear for several weeks all the lectures he desires before choosing those for which he will sign and pay.

The woman, when she gains the professor's consent to hear him, must gain as well his permission to drop the course at the end of several lectures, if she finds it not adapted to her needs.

The hard-working German student hears often as many as forty hours of lectures a week. The time of the year's lecture-hearing is short, and is divided into two semesters—the winter semester, from the first of November to the first of March, and the summer semester, from the first of May to the first of August. In the winter, lectures begin at eight and in the summer at seven in the morning, and, with an intermission of an hour in the middle of the day, are continued in the different departments until ten at night. The German student devotes almost all his working hours during the semester to note-taking, and regards the long vacations as the time for re-reading his notes, parallel work, and development of his thesis. It is, therefore, necessary

for the American, in entering upon work at a German university, to change entirely his former plan in lecture hearing—of covering less ground and working more thoroly as he goes over the ground he covers. As the American settles down to study he is impressed more and more by the completeness with which the responsibility of his work is thrown upon himself. With no recitations, no quizzes, he can go on from week to week and from month to month doing as little or as much work as he will. When the time comes to decide on his thesis, he is not able, as a rule, to obtain many suggestions from his professor, and has to rely principally on himself both for the selection of his theme and the details of its working out. The idea is that when the student comes to the university he is there to work for himself, and to develop some line of his subject which has not yet been investigated.

The characterizing quality of the work one at the German university is its thoroughness. So thorough are the professors that the students often find it very difficult to satisfy their exactions concerning the minutiae of the work.

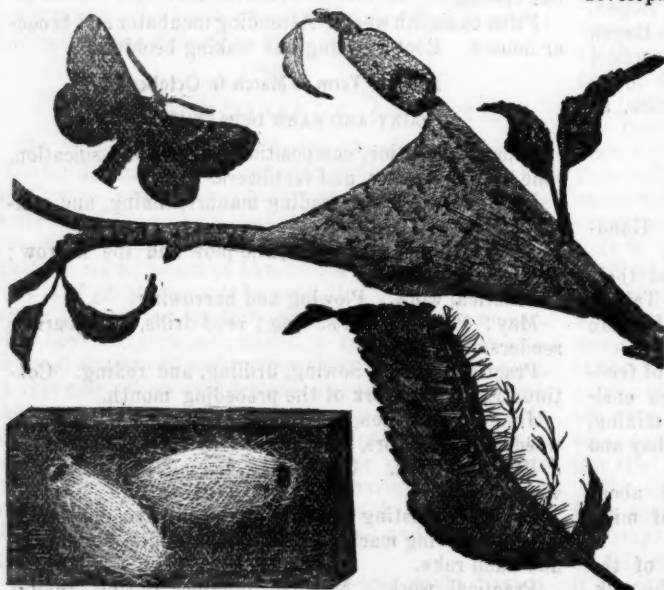


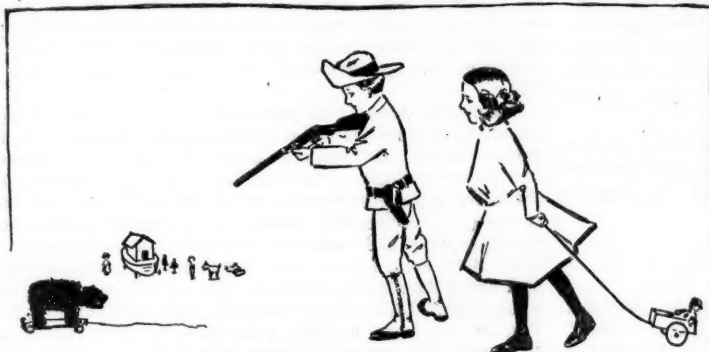
FIG. 137.—The apple-tree tent-caterpillar, eggs, tent, larva, cocoons, and adult.
From *The Insect Book*. Courtesy of Doubleday, Page & Company.

The Literary World:

A Monthly Review.

The Work of the St. Nicholas League.

Mr. Howard Pyle, whom many people consider the strongest living illustrator, has recently become so much interested in the work of the *St. Nicholas* League that he has offered a free scholarship in his art school at



"OUR HOUSEHOLD JOYS—BEAR HUNTING."
A prize drawing by a young *St. Nicholas* League artist.

Wilmington, Del., to the young artist who drew the picture here shown. That this is a great honor may be judged from the fact that Mr. Pyle's school is not open to the general public, but is limited to a very few capable students who have shown marked ability as illustrators. The pupils pay only a nominal fee—barely sufficient to cover the model line, and Mr. Pyle teaches them partly from love of teaching and partly from desire to have young people about him who will carry on the art in the spirit of their master.

Mr. Pyle writes that he is particularly interested in the work of the young artists of the *St. Nicholas* League and that he enjoys studying for its own sake the honest competitive efforts that the *St. Nicholas* prizes stimulates. "Who knows," he says, "but that some great future artist, who is destined after a while to reach high-pinnacled altitudes, is here essaying his first unfledged effort at flight; who knows but that some future man of might may some time look back to the very page of the magazine which I hold open in my hand, and may see in it his first young work that won the glory of his first young prize in life! These are the thoughts that make the pages of the League so interesting to me.

"I am, besides, more personally interested in that I have a school of art of my own in Wilmington, Del., where I live and where I teach a few pupils. Hence, also, I never open the pages of the League without wondering whether I may not see in it some, as yet, unopened flower of art that is destined to be transplanted to my own little garden."

Altho the aims and objects of this excellent league have been set forth in *THE SCHOOL JOURNAL* before now, it may be well to recapitulate briefly.

The *St. Nicholas* League is an organization open to all readers of the magazine *St. Nicholas*. It is not necessary to be a subscriber; so one is a reader, one is eligible to membership. The League motto is "Live to learn and learn to live." The banner is the Stars and Stripes; the badge a beautiful button bearing the League name and emblem.

With no dues or charges of any kind the League is certainly not an expensive club to belong to. The organization is designed merely to effect a union of cheerful, fun-loving, industrious young people, bound together by worthy aims and stimulated by a wide range of competitions that offer to every member a chance of recognition and success.

The fundamental idea is that of learning by doing. In pursuance of this idea a wide range of activities is

appealed to. Children are sent on missions—as in photography and sketching—which bring them into an intimate knowledge of the woods and fields. Intelligent patriotism is stimulated. Regard for the oppressed, whether human or dumb creatures, is stimulated. Many other incentives to good citizenship are offered.

An interesting system of prizes has been developed. Solid gold and silver buttons are awarded each month for the following achievements:

The best pen and ink drawings.

The best poems, of not more than twenty-four lines each.

The best prize compositions (stories, plays, or articles), not over four hundred words each in length.

The best amateur photographs—any size.

The best puzzles (any sort), and the best and neatest answers to all *St. Nicholas* puzzles of the current issue. Occasional cash prizes are offered for special subjects, as for the best photographs of wild animals in their native haunts.

If any young contributor sends in a drawing, story, poem, puzzle, or photograph that is in the judgment of the editor of *St. Nicholas* of sufficient excellence to be accepted and paid for at regular magazine rates, it is so taken and its acceptance debars the contributor, who is henceforth a professional, from further entrance in the amateur competitions. No one over eighteen years of age may enter the competitions and all contributions have to be properly vouched for as original. All "copy" has



"THEY WERE BACK BEFORE YOU COULD SAY JACK ROBINSON."
From *Gallop Off*. Courtesy of Henry Altman Co., Philadelphia

to be properly prepared, this preparation being one of the many valuable lessons the League members acquire.

Chapters and subordinate clubs may be found by boys and girls anywhere. The system of organization is very elastic, the certain forms of parliamentary procedure are properly recommended. One of the best ways to establish a chapter is thru co-operation of teachers and children. The teacher can hardly find a more efficient means of interesting her pupils in nature work, art, photography, and kindred subjects. It is also a great advantage to young and enthusiastic League people to have an adult member or two as a steadying influence. Very delightful evenings will be spent in these associations. To teachers desiring them for their pupils, League badges and instruction leaflets will be sent free of charge. Address, The St. Nicholas League, Union Square, New York, N. Y.

Educational people ought to sympathize with such a movement as this, for it stands for the best in modern education for healthful self-activity, love of the beautiful, and understanding of life.

Fiction.

Mr. Irving Bacheller, author of "Eben Holden," has answered the call for "more," by giving to the world *D'ri and I*. "D'ri" is Uncle Eb, or at least a near relative, while "I," the narrator of the story, is Raymon Bell, son of the man for whom Darius worked. To be in style Mr. Bacheller must of course give his tale a historic background, which he does by treating of the life of the early settlers in northern New York state together with incidents connected with the War of 1812. There is very little plot, but a pretty love story is one of the best features. D'ri is a character worth knowing. The author describes him as a lank and powerful man, six feet tall in his stockings. His thin beard had the appearance of parched grass on his ruddy countenance. Nature had treated him in the matter of hair with a generosity most unusual. His heavy shock was sheared off square above his neck.

D'ri and Bell both went to the war, both were taken prisoners and had some interesting experiences. The description of Perry's fight is one of the finest passages in the book; D'ri on guard duty is probably the funniest. In fact it is very funny indeed. The *Boston Transcript* says truly of the book, "It is a captivating story, full of life and action on human nature, and will commend itself to every reader of the higher class of fiction" (Lothrop Publishing Company, Boston. Price, \$1.50.)

The Eternal City, the latest novel from the pen of Hall Caine, has been talked of and written about so generally that curiosity has been widespread to know what the story might be. Criticisms have naturally been numerous. Reviewers have varied in their opinions of the book, the most scathing criticism coming from *Blackwood's Magazine*, which suggests that the characters are all donkeys called by the names of princes, kings, and popes.

The story certainly is long, and by those who read novels for the sake of the story rather than philosophical discussion, there are entire pages that will probably be omitted. But to suggest that David Rossi and Roma Volonna are donkeys is going altogether too far. They are certainly neither of them very practical, but neither are the characters in most of the novels of the year 1901. If they are sufficiently human to be entertaining, as the hero and heroine of *The Eternal City* certainly are, the novel reader is quite satisfied.

David Rossi, or Leone, as his name should be, was an idealist and dreamer. His purpose in life was to free the common people from the thralldom of poverty and the tyranny of the wealthy and noble classes. He finally became almost anarchist in belief, at last advocating even violence against those in power. He was the son of a wealthy Roman who married beneath him, was exiled for a time, during which his peasant wife drowned herself in the Tiber. The child David was taken by a poor countryman who afterwards sold the boy to a padrone in London. There he was found one night by Dr. Roselli (or Volonna) and adopted as a son.

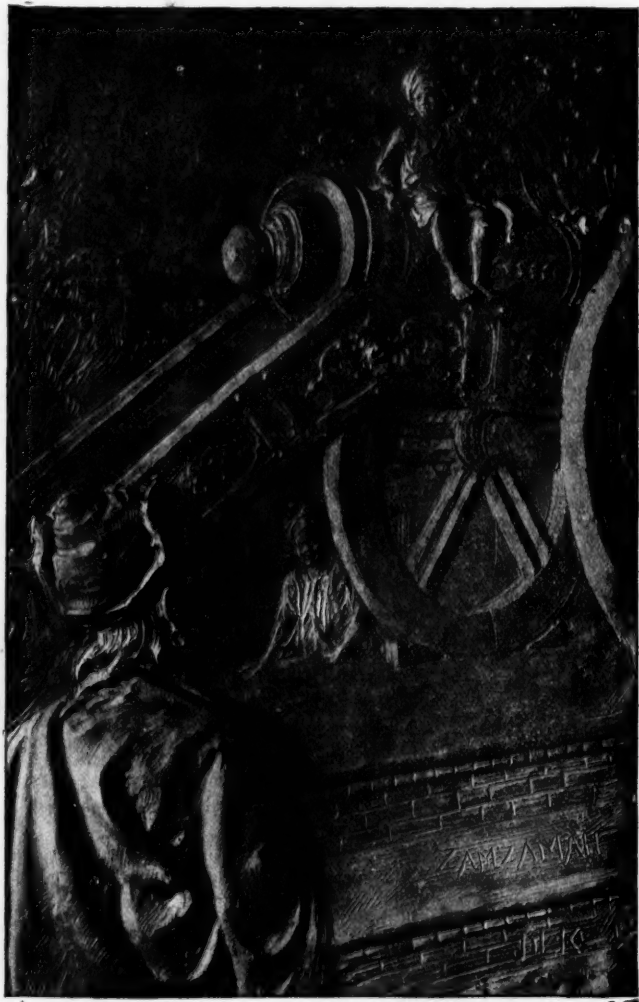
After he has grown up David returns to Rome. He there meets Roma Volonna, whom he finds to be his foster sister. The story turns about the mutual love of these two.

Roma, after the death of Dr. Roselli, her father, undergoes all sorts of hardships in London, but is at last discovered by a distant relative, who steals the family name and estates, but educates the girl with the intention of marrying her after the hoped-for death of his insane wife.

Roma first meets Rossi with the intention of betraying him to the authorities and having him imprisoned as a conspirator; her purpose being revenge, for his having spoken slightly of her good name. But in her love for the man himself all else was forgotten. For his sake she endured loss of home, magnificent support from the Baron, name, and even safety. She and Rossi were married by the church, but before the civil marriage was consummated Rossi was obliged to leave Rome.

For months the two are separated, but Roma writes many letters to her husband and receives as many in reply as David can get to her. He returns to Rome under arrest, but escapes and comes to Roma to find the Baron with her. He tries to throw the noble from the room for speaking ill of Roma and in doing so accidentally causes his death. Thru misunderstanding David and Roma part in anger. Roma, to save her lover, gives herself up to the authorities with the statement that she is the Baron's murderer. She is tried, convicted, and condemned to death. Rossi reveals the truth and thus saves her life, but only to see her fade away little by little and die, as the result of an incurable disease, inherited, but hastened by her anxiety and confinement.

The Eternal City is a strong novel, as might be expected of anything signed by Hall Caine. It is very exciting in places, a little heavy in others. It is not suitable for young girls or boys, but it is thought provoking, and well worthy of perusal by older people who have the time to read what is being talked about. (D. Appleton & Company, New York. Price, \$1.50.)



From *Kim*.

Courtesy of Doubleday, Page & Co., New York.

After these hundreds of stilted "historic" characters politicians, and unnatural men and women, it is refreshing to make the acquaintance of clever, quick-witted, rollicking Kim. Mr. Kipling has certainly outdone himself in his latest book, whose title is—like its contents—just *Kim*. One cannot describe the adventures of this Irish-Indian lad at second-hand. He must really be known to be appreciated, with Mr. Kipling's own pen to introduce him. To quote from the *World's Work* for October, "The gamin of India—that is Kim, in his elements the same as the London ragamuffin and the New York arab. He is the new boy—the new boy of fiction, brother to Huck Finn and Tom Sawyer, and yet as unlike, as removed, as distant, as the Ganges is distant from the Mississippi.

"He is not only a quick-witted, resourceful boy," continues the *World's Work* critic, "but his shrewdness, his quick wit, his resources are those of the Oriental. In this is a great achievement of Mr. Kipling. If he had merely made such a boy of his own race it would be a matter of surprise, but to understand the hard little, crude little, contradictory heart of a boy, and to get at it below the perplexing mysterious external of the Indian life in which it has its being—there is the great thing that Mr. Kipling has done."

It has rather become the fad to criticise Kipling, and all these months in which little people have been trying to tear him to pieces the master has gone on his quiet way making no reply, perchance hardly knowing what the lesser ones have said. And here is *Kim*, the best of proof that Kipling is the master after all. Read *Kim*. (Doubleday, Page & Company. Price, \$1.50.

Mr. Charles F. Pidgin has started anew all the old controversy regarding the respective merits and faults, rights and wrongs of Aaron Burr and Alexander Hamilton. He takes up the cudgels, in his new book, *Blennerhassett*, by making out Burr a hero, deeply wronged and much maligned. Alexander Hamilton, is, on the contrary, described as a villain, underhanded, double-faced, whom only death from Burr's pistol saved from disgrace. The author has been severely criticised for his attacks upon Hamilton and Jefferson Davis, but whatever these two men might have been, it is probably only right for the best side of Aaron Burr—who certainly had some fine characteristics—to be brought before the public.

To those who read simply for the sake of the story itself, *Blennerhassett* is certainly to be recommended. The principal characters represent people who lived. The duel between Hamilton and Burr, the delightful life on Blennerhassett island, the thrilling adventures of Theodosia—all in all, there is not a stupid or tiresome page in the book. The English is not faultless, the conversations are not particularly brilliant, but who cares, if only the story is interesting? *Blennerhassett* is destined to be more talked about than even Quincy Adams Sawyer, Mr. Pidgin's book of last year. (C. M. Clark Publishing Company, Boston.)

There are several versions of the story of the Wandering Jew who has figured so largely in fiction, but they all point to the fact that some Jew who was particularly vehement in his reviling of the tortured Christ received the fearful condemnation of life on earth until the second coming of the King of Glory.

Tarry Thou Till I Come, the title of George Croly's novel, is the sentence passed upon Salathiel, a rich Jewish rabbi, who had headed the multitude, had urged where others shrank, had cursed where others pitied, and who believing he was best serving his religion by putting down the Nazarene, had been foremost in demanding instant death for the victim. But "in the moment of his exultation," when he felt the power of triumph raising him to the height of happiness, those low, calm words were uttered by the Man of Sorrows, and Salathiel's blood froze in his veins. No longer he exulted, no more he felt the flush of triumph, but deep in his inmost soul he realized the horribleness of his fate. He was to be immortal on earth; never, though he might long for it with all his strength was he to know the shelter of the grave. He was to see all that he loved on earth pass away, friends, family, but he would remain. He alone could not die.

With the skill of a master the author paints Salathiel's abject misery, and the resolve he makes to quit the priesthood and leave Jerusalem forever. He hastens to his home, bids his beautiful young wife Miriam take their babe and follow him. Before the company reached Samaria Salathiel's wife and infant babe are borne rapidly ahead thru the sudden fright of their dromedary and they are hurled with the beast of burden down a frightful precipice. By a miracle Miriam is saved but the baby is swept away.

The reader is now carried forward several years to a thrilling scene in which the Romans are driven from the holy city

and the Jews take possession. But Salathiel's triumph is of short duration, for his family, consisting at that time of two beautiful daughters, Salome and Esther, are all captured and carried away. The calamity affects his mind, he wanders from place to place, having dreams that could come only from a brain diseased. At length he succeeds in rescuing his loved ones.

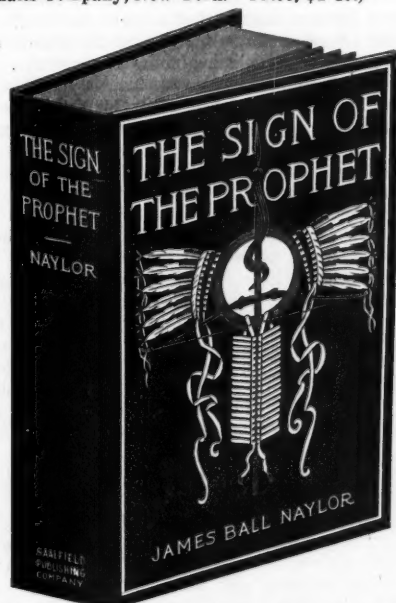
A noble Greek comes on to the scene in the person of Constantius. During her wanderings Miriam has imbibed the spirit of Christianity and some presentiment of the truth is gathered by her husband. This of itself would be a cause for deep bitterness, but when his daughter whom he has destined to be the bride of a gallant young man of his own tribe flees from her father's home on the night of the wedding, Salathiel's grief is profound.

Salathiel starts on a quest of the fugitives which leads him to Rome, where he is a witness of Nero's burning of the city and his cruel barbarities pronounced against the Christians, one of whom proves to be his daughter Salome's husband. By a kind interposition of fate Salathiel and Constantius are pardoned.

We must pass over Salathiel's return home, his attack upon and capture of a Roman fortress, his confinement in a dungeon for two years, his wonderful escape, his encounters with pirates, his restoration to his family, his last fatal attempt to gain Jerusalem. The chapters scintillate with imagery; they also compel us to pity the man who for his one sacrilegious act was doomed to bring destruction upon all whom he loved, and then suffer by his acts.

The climax is reached when Jerusalem lies prostrate and Salathiel takes leave of his family whom he is never to see again. His career among people closes and henceforth he is a solitary wanderer upon the face of the globe.

The author has swept the whole gamut of emotions, from the purest, tenderest love of a father and husband to the bitterest and most malignant hatred of an enemy, and in all he has sustained a majesty that kindles our admiration. (Funk & Wagnalls Company, New York. Price, \$1.40.)



A very quick witted thing it was of Ross Douglas just at the critical moment to flash in the faces of the oncoming savages *The Sign of the Prophet*, a talismanic diamond ring that the prophet, Tecumseh's famous brother, had lost from his finger. The sight of that talisman stayed all the "children of Tenskwatawa," and left George Hilliard, the heavy villain, unable to do his worst and say "Ha! Ha!" Yet, a true villain to the end, he fired at the younger Douglas only to bring down the hero's recreant but good-hearted father. Ross Douglas after that might have had either Any, or La Violette; but she got him who had been most faithful to him.

Those who like stories in which the action moves rapidly from alarming situation to situation will find *The Sign of the Prophet*, by James Ball Naylor, very much to their taste. It deals with episodes of Indian warfare, from Tippecanoe to Fort Meigs. General Harrison, Tecumseh, and his brother, the Prophet, and other historical characters are introduced. The lovely white maiden, La Violette, who has been brought up in an Indian camp as the Prophet's daughter; the famous scout Joe Farley, known to the Indians as Nimble Lips, on

account of his loquacity; Bright Wing, a Wyandot chieftain who is faithful to the American cause; Duke, the hero's big bloodhound who is in every scrimmage of the campaigns, from start to finish—these are important *dramatis personae*. The succession of incidents is almost startlingly rapid, but doubtless in frontier days life was full of variety. If, after such a series of adventures as he went thru in the book, Ross Douglas settled down to ordinary existence in an Ohio community he must have felt very much like Ulysses in Ithaca. (The Saalfield Publishing Company, Akron, O.)

The merchants of Nizhni-Novgorod, at their splendid banquet on a Volga steamboat, after they had listened to Yakoff Varasovitch's stately eulogy upon their beneficent work in providing labor for the peasantry, in upbuilding great towns and cities, were naturally duly astonished when Foma Gordyeff, the dissipated son of a deceased millionaire trader, rose to denounce the whole merchant class as bloodsuckers, as men who strangled life, not enriched it; and their astonishment was changed to consternation when Foma bitterly taunted this man with getting his start thru cheating his orphan nephews: that one thru driving his partner to commit suicide. Seeing that the young man—for a wonder—was not under the influence of vodka, they were certain that such ill-timed truth-telling was inspired only of insanity, and they had the afflicted fellow clapped into an asylum.

Such was the logical outcome of *Foma Gordyeff's* one great attempt at expression of his ingrown convictions about life. For the most part a dull, heavy individual, with strong feelings and weak intellect, he was a life-long victim of what M. Paul Bourget calls *l'improductivité slave*. His very simplicity and native purity of soul rendered him an easy victim to the circumstances of the society in which he was plunged—of a crude semi-civilization where elemental forces of every kind are playing across each other; where venial officials keep up a standard of aristocratic elegance thru elaborate systems of blackmail; where the men of the merchant class live only for the almighty ruble, the more respectable finding occasional solace in their religion, the less respectable in their sprees; where peasant fathers, hard pushed to meet taxes, offer their own daughters for sale. Into this society the leaven of the Anglo-Saxon gospel of work is beginning to penetrate.

Foma, who read no books, who was hopelessly Russian in his pessimism and in his indolence, never learned properly to value the dignity of labor. His interest, before he went mad, was in men themselves, not in the work they happened to do. His one quest was to secure a revelation from some one, rich or poor, idler or laborer, who could tell him how to live. No one made the revelation.

In all Nizhni-Novgorod no one seemed to have grasped at a distinction between the means of living and life itself.

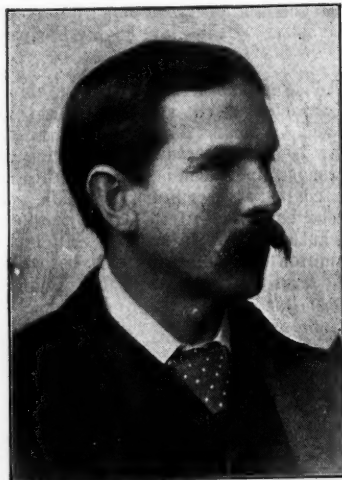
This story of Maxim Gorky's is very serious reading—not to be undertaken with the idea of an hour's idle enjoyment. The matter far transcends the art. Gorky has all the terrible Russian sincerity. In his own vagabond life he has seen the seamy side of the seamiest of European civilizations, and he records unhesitatingly things that he has seen. The book is not one to put into the hands of the young and ignorant, but it is decidedly a book for grown men who find themselves apt, thru their absorption in the strenuous details of existence, to lose sight of the eternal verities. (Charles Scribner's Sons, New York.)

That carefully formulated theory is not necessarily fatal to practice in art is evinced by Agnes and Egerton Castle's work in romantic literature. In *The House of Romance* they have collected certain of their own stories—"La Bella," "Master Huldebrand," and others—in which they have self-consciously done what children and the old romancers have done unconsciously, substituting for the dullness of real life the remarkable scenes and incidents they would like to have happening about them. The child's yearning displays itself "in narratives of every-day experiences, remarkable for every interesting quality except that of truth."

It must be conceded that the stories these gifted writers have woven out of romantic stuff are beautiful in design and texture. They are narrated after the modern fashion without prolixity and with a great deal of suggestion. "La Bella," the Italian term for the last thrust in a fencing bout, is very fascinatingly led up to in the story of that title. All along we hope against hope that "La Bella" will not be fatal, but fatal it was to both the brothers, fencing masters, and to the rich young widow as well. Such an incident seemingly might happen in the Italy of to-day, tho' of course it never did happen. The trick of verisimilitude is well played in each story narrated. This kind of illusion is of course the essence of clever romance. (Frederick A. Stokes Company, New York.)

Ellen Olney Kirk's bright stories are too well-known to need much comment. Her latest, *Our Lady Vanity*, will be welcomed by women generally, especially young women, as after all more enjoyable than these numberless novels with a problem. *Our Lady Vanity* is as delightful as anything the author has written, and is perhaps better than those that have preceded. The story deals with New York society. Joan Milbank, a descendant of several old families, is a pretty, bright, nervous, selfish society girl who has been out for several seasons, but who still knows how to attract men, and keep them devoted to her. She has long loved a distant cousin, who is practically penniless, but to retrieve the family fortunes she marries a young multimillionaire. Arden Kidder is perfectly fascinated with his bright, erratic little wife—but Joan lives only a few short years. Then Arden is left free to marry Given, Joan's younger sister, the real heroine of the story, and the one he ought to have married in the first place. The book is clean, well-written, and interesting from the first page to the last. (Houghton, Mifflin & Company, Boston.)

The greatest surprise in the book is when we run up against the giant pirate, Bras de Fer, at the court of Louis XIV.; still, every imaginable kind of coincidence was possible *When the Land was Young*. The book is full from cover to cover with those tingling experiences that lovers of romance rejoice in.



Poultney Bigelow, Author of *Children of the Nations*.
Courtesy of McClure, Phillips & Co.,
New York.

Very noble people, too, one meets in the story, tho many of them are outlawed cutthroats. Sir Henry Morgan, a historical character, by the way, was one of the grandest men who ever scuttled ship. And indeed Captain Middleton and Bras de Fer were very foolish to be so distrustful of his intentions toward Antoinette, the daughter of his old friend Colonel Huguenin. He was quite incapable of betraying her confidence. Captain Middleton, of Charleston, also historical, is very much of a gentleman, but is also very much of a doubting Thomas. How could he have thought Antoinette capable of eloping with a battle-scarred pirate? Lumulgee, the great chief of the Choctaws, again historical, is rather shadowy, as a forest chieftain should be, but he was assuredly a specimen of the red man at his best. His death by gangrene contracted in the Spanish prison, at Panama—not Chagres as Sir Henry Morgan had been wrongly informed—makes us feel glad that Spain no longer holds Cuba and the Philippines. In fact all the Spaniards in this story from D'Alva down are such monsters of inhumanity that we cannot help wishing the author, Miss Emily Lafayette McLaws, had put in just one fine Spanish character, merely to let us know that the race which produced Cervantes and Velasquez—both rather decent men if our recollection serves right—does not deserve our utter aversion. She might for instance have made one of the two Spanish priests hang back from the assault upon the gallant who had saved their lives. There have been some fine priests in history, and even Spanish priests at that. In fact, those who know Spain best are least likely to join in sweeping denunciations of the religious leaders of the people. Except for this defamation of Spanish character—a defamation that seems to have become a convention in romances of colonial times—the reader will find this story very exhilarating. It moves dramatically, perhaps having been written with a view to its dramatization. There are plenty

of good fencing bouts and slashing deck to deck fights. Those who value a story in terms of the number of tears it has brought to their eyes will not care for *When the Land was Young*. Others will enjoy it greatly. (The Lothrop Company, Boston.)

Mrs. Caroline Atwater Mason, during a recent visit to Holland, collected important facts in the history of Charlotte de Bourbon, and has combined them into an artistic romance, which she calls *A Lily of France*. The picture is of France and Holland in the sixteenth century.

Charlotte de Bourbon first appears as a child playing in the abbey garden with her two friends, Jeanne de Mousson and Jeannette Vassetz. From childhood Charlotte is confined in the convent of Jonarre for the purpose of increasing the family possessions for her brother. Against her will she is made abbess at the age of twelve years. The two Jeannes, her friends, are also in the convent for safe keeping. Later both become ladies-in-waiting to the Princess of Bourbon, and they accompany her in all her struggles to escape from the convent.

Finally all three maidens declare themselves Protestants and flee from the convent to Heidelberg castle where they are kept safe. Meanwhile the Prince of Orange has mustered his forces against the Catholic leaders; his failures and successes are traced by Mrs. Mason until he meets, woos, and wins the charming princess for his wife.

The book closes with the unsuccessful attempt to assassinate the Duke of Orange, the shock of which caused the death of the princess. In her death the prophecy made by a gypsy singer in the convent garden, years before, was fulfilled. *A Lily of France* is a beautiful story told in a very sweet way. The book is well suited to the school library, and will be thoroly enjoyed by both older and younger readers—of from fifteen years of age upwards. (American Baptist Publication Society, Philadelphia. Price, \$1.10, net.)



History and Literature.

A modest and unpretentious but exceedingly valuable little book is *The History of Art in the British Isles* by J. Ernest Pythian, extension lecturer in art at Oxford university. It gives in readable form all that the average student of art history will need to know about the lives and works of British artists, and it has the great merit of showing the relationships that exist between art and the life and temperament of the nation. A good deal of space is very rightly given to the development of English Gothic architecture. This was certainly the best artistic growth England has known, and the facts about it deserve to be generally known. The writer's judgments upon the painters of the eighteenth and nineteenth centuries appear to be singularly catholic and just. He has sufficiently cosmopolitan knowledge of art not to be led into exaggerated praise of men whose point of view was artistically impossible, and at the same time he is not so utterly under the influence of Julian's and the Beaux-Arts as to be incapable of appreciating painting that is better in character than in construction. This book of Mr. Pythian's can be recommended as a safe guide in the field which it covers. (M. F. Mansfield & Company, New York.)

The late Thomas Bulfinch dedicated his *Age of Fable* to his friend, the poet Longfellow—if Mr. Triggs, of the University of Chicago, will allow us to call him poet—and thruout his work he showed himself full of the spirit of romanticism which was Longfellow's distinguishing characteristic. The taste of 1855, the date of the publication of the book was decidedly favorable to its style and contents and it met with a most favorable reception. In the forty-six years that have elapsed, *The Age of Fable* has become a classic; as have its companion pieces, *Legends of Charlemagne* and *The Age of Chivalry*. These three volumes are now presented as a beautiful little set eminently adapted to the school library or the home. As all the world knows Bulfinch possessed a clear, entertaining style and treated the exploits of Greek and Roman heroes, the mystical romances of the Round Table and the cycle of Charlemagne legends in a most fascinating way. The books have the advantage of being good literature and at the same trustworthy hand-books of fact. There is an especial need in these days when science and commerce are exacting so much of the school time not to lose the sense of the importance of legend, myth, and fable. Young readers will find in Bulfinch something to whet their appetite for more knowledge of the great tales of antiquity. They will discover him to be a useful guide

in their reading, in their visits to museums and art galleries, and in their intercourse with the world of culture. The set consists of three volumes, 18mo, with photogravure frontispieces. The volumes are also sold separately. (Thomas Y. Crowell & Company, New York.)

Those of the *Historical Essays* of Lord Macaulay which bear upon English subjects are intensely interesting, not only because of their brilliant style, their ever-present qualities of imagination, but also because they are preparatory studies to the author's great *History of England*. These essays have been brought together in a handy little volume by Mr. George A. Watrous, of Utica, N. Y., who has written for them a scholarly and discriminating introduction. To many readers of Macaulay's *History* these essays will be new and certainly full of fascination. (Thomas Y. Crowell & Company, New York.)

The *Essays* of Francis, Lord Bacon, "the wisest, brightest, meanest of mankind," need no word of commendation. They are a treasure-house of wit and wisdom to which humanity has long had recourse. Reprinted in handy form with a sagacious introduction by Mr. William H. Hudson, they offer themselves for the "Counsels, civill, and morall" of the American people. (Thomas Y. Crowell & Company, New York.)

Lowell at twenty-six was well equipped to write on the English poets of the Elizabethan period. An omnivorous reader, he had steeped himself in the poetry of the English race until hardly a living authority could match him in knowledge however they might equal him in judgment. He had intense enthusiasm for his favorite poets, and he wrote with something almost of missionary fervor. For this reason his *Conversations on Old Poets* have long been ranked as a collection of admirable essays in spite of certain youthful crudities. Prof. Fred Lewis Pattee, of the Pennsylvania state college, has written a very charming introduction to a new popular edition. (Thomas Y. Crowell & Company, New York.)

A Table Full of New Books.

The Education of an American Citizen, by A. T. Hadley, president Yale university. Scribners, N. Y., 1901, p. 231. \$1.50.

The Children of the Nations, by Poultney Bigelow. McClure, Phillips & Co., N. Y., 1901, p. 365.



From "The Right of Way."

Copyright, 1901, by Harper & Brothers.

"The girl saw the lightning flash of feeling in his face."

With "Bobs" and Krueger, by F. W. Unger, Coates & Co., Philadelphia, 1901. Illustrated, pp. 412.

History of American Verse, by J. L. Onderdonk, McClurg & Co., 1901, Chicago, pp. 395, \$1.25.

Dames and Daughters of Colonial Days, by Geraldine Brooks, Crowell & Co., 1901, N. Y. Illustrated, pp. 284.

Morgan's Men, by J. P. True, Little, Brown & Co., Boston, 1901. Illustrated, pp. 342.

Her Tory Lover, by Sarah Orne Jewett, Houghton, Mifflin & Co., Boston, 1901. Illustrated, pp. 405.

We need new books. The very activity of mind that compels authors to prepare and readers to consume new books is itself the cause of the progress of our civilization. We Americans sit at no Barmecide feast after the fashion of the diners in the Arabian Nights, staring at ghostly dishes composed of the shadows of the past. Our literature does not consist only of Chinese classics, preserving good and bad alike in their ancient ointment. Rather does it consist of materials, old and new, constantly being reformed in accord with advancing ideals, itself inspired by the better and larger life of our improving humanity. Of this the new books on this table are excellent examples.

Of Hadley's *Education of an American Citizen* it is almost enough to say that a year hence will see it on the shelves of the educational scholar, side by side with Eliot's *Educational Reform*, Butler's *Meaning of Education*, and Spalding's *Education and Life*. President Hadley looks upon man as the Greek philosophers looked upon him, to whom he seemed "the political animal." These addresses and essays are not merely comprehensive in their range of thought; they are also keenly analytical and of the finest insight into the conditions of our best political, social, and economic life. The type of the author's mind is intellectual; he is a thinker rather than a man primarily of energy, and he sees life too broadly to be himself intense. He is, therefore, an excellent counsellor, with a gift at humorous phrases, calculated to drive his points home. The substance of his advice to us as a people is that we must arise up men able to bring out of our institutions all their potentialities of good.



"THE MISTRESS PRESIDENT" STARTING OFF FOR A DRIVE.
From *Dames and Daughters of Colonial Days*. Courtesy of T. Y. Crowell & Co., New York.

Bigelow's *Children of the Nations* is an account of all the colonies of the world's history. There is no other book like it in any language, a fact that lends reason to its making. It is a very readable book by a great traveler and accomplished man of letters. That such a book should be written by an American as a matter of course is one more of almost innumerable evidences that our nation on the morning of May 1, 1898, entered at Manila bay upon a new and larger life. The author has illuminated the "dry bones" of history till they fairly shine before us, as when he recalls that in 1509, three years after the death of Columbus, his oldest son set out from Spain on the fiercest man-hunt ever known, enslaving whole tribes of innocent and peaceful Indians and condemning them to lives of the hardest labor in conditions of semi-starvation. The author thoroughly discusses the philosophy of colonization, and his conclusions appeal to the reason as competent and valuable.

In Unger's book on the South African war there is presented a personal narrative of the adventures of a correspondent who saw fighting first on the British, then on the Boer side. The correspondent had many exciting adventures, admirably recounted. The book is of absorbing interest and of singular impartiality of opinion. War is described in all its horrors, and the business of the war correspondent is laid bare in all its danger, labor, and craftiness in news-getting. The author saw the great men of the war and describes his interviews with them very carefully. He compares the war with the scenes of the American Revolution very skillfully and leaves the reader fully aware that the conflict is not yet ended.

From this tale of a great nation working out its imperial destiny against the heroic resistance of a small nation of patriots, too ignorant to make their republic truly republican, we turn to Onderdonk's *History of American Verse* with great relief. Here is another book filling "a long felt want." It is keen, adequate, scholarly, very attractive in its style, and is a key to our American anthology. Our author presents his subject in a philosophical manner, and has made a book that is much more than a mere collection of literary estimates and of biographical details. It is truly a history, exceedingly thorough, of the poetic movement in our people.

In Miss Brooks' *Dames and Daughters* we have the stories of ten American women of colonial times, stories of uncommon interest. Each narrative is complete in itself and reads with the compelling power of truth that is often stranger than fiction. The volume is a positive contribution to American biographical literature and is especially valuable as a demonstration that the women of our history were as truly heroic as ever have been its men.

True's *Morgan's Men* brings before us in the form of an historical novel the adventures of Morgan, Sumter, Greene, and Tarleton of Revolutionary days. It is a valuable addition to the fiction that makes this great period live once more in our minds. We Americans of the twentieth century may well congratulate ourselves that our history is beginning to take on the forms of heroism and of romance. As a relief and a protection from our oppressive materialism the historical novel is a public blessing and a personal delight.

Miss Jewett's *Her Tory Lover* is another historical novel of high literary quality and based on the facts and personalities of the Revolutionary war. Its title discloses not so much the point of view as the central figure of interest in the plot. The story is worth while, quite apart from its historical setting, because of the keen character-study that it discovers. The outcome of it all is dramatic, and forceful, and surprising. With the additional attraction of successive pictures of the times this novel commands and rewards attention.

WM. E. CHANCELLOR.

Nature Study.

Our Ferns in Their Haunts; A guide to all the native species, by Willard Nelson Clute, author of "A Flora of the Upper Susquehanna." Illustrated by William Walworth Stilson. Two facts make the study of ferns difficult. The first is the lack of any suitable guide by which to identify the unknown species. The second is that the features used for identification differ so completely from those used to identify flowering plants that the inquirer finds himself at a loss how to proceed. The author undertakes to render assistance in these difficulties by presenting descriptions of ferns more nearly resembling those used in the study of the flowering plants, and by a careful discussion of their process of growth. He gives a sufficiently full description of every species found east of the Rocky mountains to lead to its identification. Those closely relative are classed in common. The production of spores is fully shown. The illustrations show all the different manners

of growth and nearly all the species are presented. Many of the plates are colored so as to resemble nature very nearly and they present the characteristic beauty of these forest growths. The style of the book is distinctly popular. (Fredrick A. Stokes Company, New York City.)

With the Wild Flowers, from Pussy-Willow to Thistledown; by Maud Going. Revised edition. Illustrated with many line and half-tone engravings. Noting the fact that progress is rapid along scientific lines, the author has so far modified the first edition of this most excellent little book as to bring it down to date. It is prepared upon the plan of interesting young people in learning the facts of nature first hand. Botany does not consist in fixing a difficult Latin name to a plant, but in learning the habits of the plant and its relation to its fellows. So a large number of plants are studied, the author selecting those that are likely to attract attention, and their relation to animal life is clearly developed. A series of half-tones from photographs of the living plants helps to secure accurate ideas of the beauties found in the forests and fields. The one of Ladies' Tresses is extraordinarily fine. The book ends with such a careful description and such illustrations of the more common poisonous plants as to prevent the student from injury thru handling them or eating their fruit. (The Baker & Taylor Company, New York.)

Insect Life, an introduction to nature study and a guide for teachers, students, and others interested in out-of-door life. By John Henry Comstock, professor of Entomology in Cornell university and in Leland Stanford Junior university. This book gives in detail the essential parts of insects, their processes of transformation, and their habits of feeding and reproduction, it is based upon the idea that students are to examine nature first hand. Those insects are chosen for examination that are most readily found, and the places where they are to be sought are clearly indicated. From these, their relation to their environment is developed. The camera is brought to the aid of the student, and the colors and markings of the moths and butterflies are made the basis of classification. The introduction of several colored plates giving many insects in natural colors is a feature that commends the work, since species can be recognized that otherwise would not be readily distinguished. Finally, a new method of studying those species which prey upon roots, thru the aid of a cage in which the plant is made to grow, subject to their depredations, completes the exceedingly interesting work.

(D. Appleton & Company, New York. Price, \$1.75 net.)

Miscellaneous.

Mr. Arlo Bates is himself so thoro a literary craftsman that anything he writes on the processes of the art of writing is certain to be full of helpfulness to every fellow-author, whether amateur or professional. The second series of his *Talks on Writing English* is made up from a course of lectures given to teachers and others in the Lowell institute free classes. The book deals in a clear, out-spoken way with a number of the more subtle and delicate problems of composition. Mr. Bates knows his audience well and writes with a view to their special needs, avoiding the error of the amateur who "is apt to write either for himself or for the universe—sometimes not seeming sure that the two are not identical." Perhaps the most important chapter for the average cultivated person who has learned to prepare fairly good "copy," but who has not yet reached the acme of constructive ability, is that on participles and gerunds. Many of the people who write are likely to let an occasional correlated participle slip into their work, and it is a good professional writer who can be depended upon to use gerunds and verbal nouns with accuracy. The broader aspects—if they really are broader, for command over the minutiae is a hall mark of true breadth—are treated in the chapters entitled, "The Point of View," "Exposition," "Description," "Narration," "Dialogue," and "Euphony."

Of very general interest is the concluding chapter on "The Literary Life," apparently the author's *Apologia pro Vita Sua*.

No one before Mr. Bates has more clearly stated the right of the honest hack to ply his trade, or the right of the man who feels himself called upon to compose for the pleasure of the art, to deviate from the hack-writer's ways. The field of art is large and the harvest is white for many kinds of workers; and all that is required of them is that they shall not be incompetents or quacks. (Houghton, Mifflin & Company, Boston.)

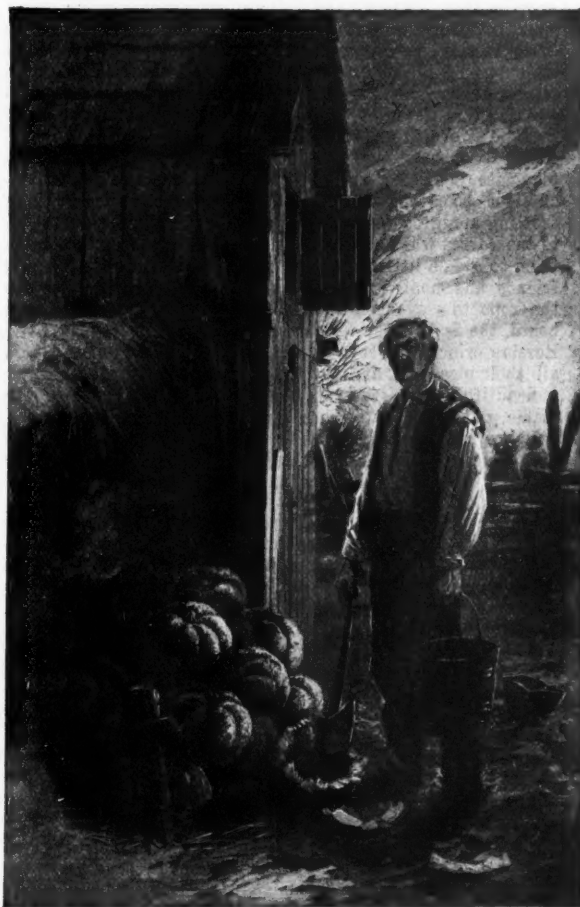
A number of Mr. James Whitcomb Riley's poems of country life have been gathered into a dainty little volume entitled *Riley Farm Rhymes*. The series includes the well-known "When the Frost is on the Punkin," also "The Brook Song," "Knee-Deep in June," "Up and Down Old Brandywine," and other short poems to the number of twenty-seven in all. Mr. Riley's reputation as a poet is too well established for any collection of his charming poems to require comment. Suffice it to say that this little book contains the very choicest bits from Mr. Riley's pen, and is just the kind of thing to have on one's table to pick up from time to time as a relief from more prosy books. The volume is beautifully bound in saten and gilt, the paper is of a fine quality and the book is beautifully illustrated from the pen and brush of Mr. Will Vawter. (The Bowen-Merrill Company, Indianapolis.)

For Young People.

The Lonesomest Doll, by Abbie Farwell Brown, is a charming story for little girls. The doll belonged to a little girl queen. It was so expensive and so finely dressed in satin and jewels that it was kept locked up in a treasure box. Now the little daughter of a door-keeper of the palace used to hear her father tell about that doll shut up in the dark box. One day she found her father's keys and at once she started for the queen's treasure room to find that "lonesomest doll" and tell it how she pitied it.

She found the room and the box without difficulty, took the doll from the box and was just telling it what delightful times she and her four wooden dolls had together, when in came the queen herself. Poor Queen Clotilde had never been taught to play, and never had any good times, but the door-keeper's child showed her how to use her beautiful playthings.

When it began to grow dark the little runaway thought she



As he leaves the house, bare-headed, and goes out to feed the stock

From *Riley Farm-Rhymes*

Copyright, 1901—The Bowen-Merrill Co.

must go home. She persuaded the queen to go with her and hide in her bed to find out what a real "mother-kiss" was like. The queen wandered off in the wrong direction, was captured by robbers, doll and all, but was saved by the doll which cried "Mamma," when the robbers squeezed it.

The book is illustrated with pictures of the princess, her playmate, the robbers, and the doll. (Houghton, Mifflin & Company, Boston. Price, 85 cents.)

Boys and girls generally, and especially those who live in or near New York city will be delighted with *The Story of Manhattan*, by Charles Hemstreet. The author begins at the very beginning of history, tracing the voyage of Henry Hudson, describing the establishment by Block of the fur trading post, the formation of the United New Netherlands company, and the planting of the first colony. The history of the city under the various governors is traced briefly, as well as New York's part in the Revolution.

The reader is told about the founding of King's college, now Columbia university, of the first journey of Robert Fulton's steamboat, the building of the Erie canal and the Croton aqueduct. The story closes with descriptions of the first telegraph, the laying out of Central Park, and the branching out of the city from Manhattan island to become the Greater New York.

The book is intended for children, but it contains much that is of interest to older people as well. The origin of names and exact locality of historical places and buildings are given especial prominence. *The Story of Manhattan* is earnestly recommended for school libraries and for use in connection with study of United States history. (Charles Scribner's Sons, New York. Price, \$1.00.)

Mr. Tudor Jenks knows how to write stories for children, and in *Galopoff*, recently published, he is at his best. *Galopoff* is the story of a little Russian pony that could talk. The pony tells his story to his mistress, Lola, and her cousin Pauline. The children discover by accident that the pony can talk. He explains that his mare and tail are white altho he is a black pony, because of a terrible fright received when he and his little Russian master were attacked by wolves. He tells of his happy life with this master. Later he was trick pony in a circus, always being treated well and performing most marvelous tricks. He relates how he rescued his master, the little Russian prince, from Siberia, and why he accompanied the circus to America. The little girls make Galopoff their constant playmate. He accompanies them on picnics, walks, and excursions, sometimes drawing their carriage, at other times trotting along behind or beside them. They even coax him up to the garret when they spend their holiday there. He helps them to give a little circus for the entertainment of their girl friends, and, finally, while at the seashore with them, carries the rope to a wrecked steamer and saves the lives of all on board, the first person to reach shore proving to be his "little Russian prince." From this time on the prince makes one in all their pleasures, and the day comes when the prince builds a beautiful home, gives Galopoff the stall of honor in the stable, and wins Lola to be mistress of the establishment.

It is a healthy story, suitable for girls and boys of eight to twelve years of age. Illustrated by Howard R. Cort. (Henry Altemus Company, Philadelphia. Price, \$1.00.)

High School Days at Harbortown, by Lily F. Wesselhoeft, is a story that will interest juniors. Several high school boys and girls belong to the S. I., or Social Improvement club, whose purpose is indicated by the name. The members are wide awake, students from the homes of opulence and genteel poverty. The book opens with an introduction to one of the finest characters in her own house. Sue Scudder is rather ashamed of her poorly furnished home and her old fashioned mother, but she has ventured to invite her friends to meet with her, notwithstanding her cotton-velvet covered sofa, coarse lace curtains, and generally unlovely furnishings. The better side of the girl's nature rises to the surface, however, when she realizes how much her mother is constantly doing for her only child. An important character is Goggles, a bull-terrier, who accompanies his master to Sue's society meeting. One of the shining lights of the society and school is the daughter of a wealthy woman who invites the young people to camp out at her summer home. The main part of the book is devoted to the doings of the young people in their camp and cabin. A serious thread is woven in thru the unfortunate act of a girl who allows a boy friend to take the punishment she deserves, but Hattie Haynes finally conquers self and openly acknowledges her fault. The moral tone of this juvenile book is uplifting. (Little, Brown & Company, Boston.)

Literary News.

A beautiful edition of Lorna Doone has been recently issued by the Harpers. It is illustrated from photographs of the "Doone," taken especially for this purpose by Clifton Johnson. It is most suitable for a Christmas present.

Mr. Francis Churchill Williams, whose story, "J. Devlin—Boss," was reviewed in these pages last month, is thirty-two years old. He is a graduate of the University of Pennsylvania. He has been a journalist for a number of years, but his study of the "political boss" is his first considerable effort. He has written a number of short stories, one of which, "The Crane," appeared in *Scribner's Magazine* for December last.

Sir Edwin Arnold, who is perhaps best known as the author of the "Light of Asia," has written an epic called "The Voyage of Ithobar," G. W. Dillingham & Company, publishers. Mr. Arnold is totally blind, and his poem was dictated from beginning to end. It was while serving as president of a Sanscrit college, in Bombay, India, that he gathered the material used in his Eastern writings. The fact that the king of Siam considered the "Light of Asia" the most eloquent defense of Buddhism ever published, lends added interest to Mr. Arnold's greatest work as well as to all else that comes from his pen.

Alexis Maximovitch Pjeschkoff, whose novel, "Fomá Gordyeff," has been translated and recently published by the Scribners, is a man whose work has been inspired by his passionate interest in the struggle for life among the poor of Russia. For years he suffered the bitterness of poverty, and to-day his popularity rather frightens him, while it brings him more money than he ever dreamed of having. Fomá Gordyeff is a picture of life among the merchant classes beside the great river called by peasants "Mother Volga."

Maxim Gorky (Pjeschkoff's pen name) is thirty years of age.

The New York *Evening Sun* for August 10 comments upon Professor Triggs' latest remarks as follows: "Professor Triggs, of the University of Chicago, astonished his class by informing them that Longfellow's poetry was trivial; that Dr. Holmes was irreverent and devoid of convictions; and that Whittier was of little account. Three reputations smashed with the jawbone of an ass!"

Mr. Edward S. Ellis, well known as a writer of entertaining books for young people, was graduated from the New Jersey state normal school. He was born in Ohio, in 1840, but most of his life has been spent in New Jersey. He was vice-principal of the largest public school in Paterson, when he was only seventeen years old.

For the benefit of lay readers the Canadian government printing bureau at Ottawa has issued a report of the proceedings of the Congress on Tuberculosis, held in Berlin, May 24-26, 1899. The report was written by Edward Farrell, M.D., of Halifax, the Canadian delegate to the congress. It gives a clear, readable exposition of the latest beliefs of medical men regarding the causes of consumption and the preventive measures that should be taken to keep it in check.

Books in Demand.

It is interesting to note what books are most called for in the libraries and book stores from month to month. For the three weeks ending September 24, the most popular books would seem to be "The Crisis," "D'ri and I," "The Eternal City," and "Blennerhassett." Taking the several book centers, the returns are, in general, as follows:

New York—Aguilar Free Library: 1. The Crisis; 2. Tarry Thou Till I Come; 3. Foma Gordyeff. Book and department stores: 1. The Eternal City; 2. D'ri and I; 3. The Right of Way.

Philadelphia.—Free Library: 1. The Potter and the Clay; 2. Luck of the Vails; 3. The Visits of Elizabeth; 4. Ways of the Service. Book and department stores: 1. The Crisis; 2. D'ri and I; 3. J. Devlin, Boss; 4. Blennerhassett; 5. Henry Bourland.

Washington.—Public Library: 1. The Crisis; 2. D'ri and I; 3. The Helmet of Navarre; 4. Cinderella. Book and department stores: 1. The Crisis; 2. D'ri and I; 3. The Supreme Surrender; 4. Blennerhassett; 5. The Eternal City.

Boston.—1. The Crisis; 2. Blennerhassett; 3. D'ri and I; 4. The Eternal City; 5. Tristram of Blent.

Chicago.—Public Library: 1. The Crisis; 2. Graustark; 3. The Eternal City; 4. Ben Hur. Book and department stores: 1. The Crisis; 2. D'ri and I; 3. The Eternal City; 4. Graustark.

San Francisco.—Public Library: 1. The Crisis; 2. D'ri and I; 3. A Sailor's Log; 4. Five Years of My Life. Book and department stores: 1. The Crisis; 2. D'ri and I.

New Books for School Libraries.

This list is limited to books that have been received since Sept. 1, 1901, excluding those which have already been reviewed and those which have been or will be classified as text-books and listed in the regular School Board Number.

TITLE.	AUTHOR.	PR.	BINDING.	PRICE.	PUBLISHER.
Henderson's Picturesque Gardens	Chas. Henderson	160	Cloth		Peter Henderson & Co.
To Girls	Heloise E. Hersey	247	"	1 00	Small, Maynard & Co.
Who's Who in America	Ed. by John W. Leonard	1882	"		A. N. Marquis & Co.
Descartes' Meditations	L. Levy-Bruhl	248	Paper		Open Court Pub. Co.
Crown of Thorns	Paul Carus	74	Cloth	75	" " " "
Citizen Dan	Ida T. Thurston	307	"		A. I. Bradley & Co.
Sowing and Reaping	Helena Cramer	127	"		Helena Cramer.
Two Sides of a Question	May Sinclair	332	"	1 50	J. F. Taylor Co.
English as She is Taught	Caroline B. LeRow	108	"	1 00	The Century Co.
Wasps and Their Ways	Margaret W. Morley	316	"	1 50	Dodd, Mead & Co.
Life of the Bee	Maurice Maeterlinck	427	"	1 40	" " " "
Words and Their Ways	Greenough and Kittridge	431	"		The Macmillan Co.
Domestic Service	Lucy M. Salmon	339	"		" " " "
New Canterbury Tales	Maurice Hewlett	262	"	1 50	" " " "
Poems of John Milton	Ed. by M. W. Sampson	345	"		Henry Holt & Co.
Peter Abelard	Joseph McCabe	402	"	2 00	G. P. Putnam's Sons
A Twentieth Century Boy	Marguerite Glentworth	310	"		Lee & Shepard
With "Bobs" and Krüger	F. W. Unger	412	"	2 00	Henry T. Coates & Co.
Child Life in Japan	Mrs. M. Chaplin Ayrton	70	"		D. C. Heath & Co.
Dolph Heyliger	Ed. by Geo. H. Browne	113	Paper	15	" " " "
The Rose and the Ring	" " " "	130	"	15	" " " "
Sophie	" " " "	96	"	10	" " " "
Tales from Shakespeare	" " " "	101	"	15	" " " "
So-Fat and Mew-Mew	" " " "	61	"	10	" " " "
The History of the Robins	" " " "	90	"	10	" " " "
Rab and his Friends	" " " "	50	"	10	" " " "
Word and Phrase	Joseph Fitzgerald	407	Cloth	1 25	A. C. McClurg & Co.
The Right of Way	Gilbert Parker	419	"	1 50	Harper & Bro.
The King's Messenger	Suzanne Antrobus	348	"	1 50	" " " "
Cardigan	Robt. W. Chambers	513	"	1 50	" " " "
Teddy: Her Daughter	Anna Chapin Ray	295	"	1 20	Little, Brown & Co.
Story of a Little Poet	Sophie C. Taylor	390	"	1 20	" " " "
New England Legends	Samuel Adams Drake	477	"	2 50	" " " "
Original Investigation	E. L. Loomis	62	"		Ginn & Co.
Stars in Song and Legend	J. G. Porter	129	"	55	" " " "
The Insect Book	L. O. Howard	429	"	3 00	Doubleday, Page & Co.
How to Teach Kitchen Garden	Emily Huntington	168	"	3 00	" " " "
The World of Graft	Josiah Flynt	221	"		McClure, Phillips Co.
Mills of God	Elinor McCartney Lane	337	"	1 50	D. Appleton & Co.
Lincoln in Story	Silas G. Pratt	224	"	75	" " " "
The Government of the American People	Strong and Schafer	250	"	65	Houghton, Mifflin & Co.
Life Everlasting	John Fiske	87	"	1 00	" " " "
England's Story	E. M. Tappan	370	"	85	" " " "
Poems	Wm. Vaughn Moody	106	"		" " " "
A Multitude of Counsellors	J. M. Larned	499	"	2 00	" " " "
The Golden Arrow	Ruth Hall	316	"	1 25	" " " "
Footing it in Franconia	Bradford Torrey	251	"	1 10	" " " "
Conversations on Some of the Old Poets	James Russell Lowell	256	"		Thos. Y. Crowell & Co.
Unto the Last	Ruskin	194	"		" " " "
Oregon Trail	Parkman	416	"		" " " "
Don Quixote Retold	C. D. Wilson	251	"	60	" " " "
Poetical Quotations	Ed. by Geo. W. Powers	370	"	50	" " " "
Prose Quotations	" " " "	361	"	50	" " " "
Who's the Author?	Louis H. Peck	315	"	50	" " " "
Talks with Great Workers	O. S. Marden	335	"	1 50	" " " "
In the Poverty Year	Marian Douglas	79	"		" " " "
Little Sky High	Hezekiah Butterworth	86	"		" " " "
The Little Cave Dwellers	Ella Farman Pratt	96	"		" " " "
Little Dick's Son	Kate Gannett Wells	80	"		" " " "
The Flatiron and the Red Cloak	Abby M. Diaz	87	"		" " " "
Children of the Valley	Harriet P. Spofford	92	Cloth		" " " "
Greatness of Patience	Arthur T. Hadley	25	"		" " " "
Practical or Ideal	James M. Taylor	28	"		" " " "
Atoms and Energies	D. A. Murray	202	"	1 25	A. S. Barnes & Co.
The Night Hawk	Alix John	378	"	1 50	Frederick A. Stokes Co.
The Serious Wooing	John Oliver Hobbs	270	"	1 25	" " " "
The Striking Hours	Eden Philpotts	309	"	1 50	" " " "
Morgan's Men	John Preston True	342	Cloth		Little, Brown & Co.
Lassie		135	"		" " " "
Captain of the School	Edith Robinson	258	"	1 20	" " " "
Holly-Berry and Mistletoe	Mary Caroline Hyde	108	"	80	" " " "

Caps and Capers, by Gabrielle E. Jackson, is one of the typical stories of boarding school life in which girls so greatly delight. It is the story of a young girl, consigned as a mere child to life in a boarding school. Soon after her mother's death her father closed his home and went abroad for rest and travel, leaving his little daughter in a select school for girls. The months of travel lengthened into years, and the father returned to find that the unhappy choice of a school had resulted in making his daughter deceitful, suspicious, and melancholy.

To her delight the girl is transferred with her room-mate and chum to another school—a healthy, happy home, where the girls are guided, not by iron-clad rules, but by loving care

and reasonable advice. The teachers are careful not to see too much, and encourage all innocent fun. Even the Caps and Capers Club, with its midnight feasts and secret meetings, is silently encouraged by the principal. In fact, she attends one meeting herself, concealed behind a mask, enters into all the fun, provides ice-cream for the feast, and then to the amazement and delight of all the girls unmasks and makes a little speech. The book closes with the wedding of one of the favorite teachers, a pretty affair, in which the girls take deep interest and give their aid. The book is a charming, innocent one, suitable for girls in their early teens. It is illustrated by C. M. Relyea. (Henry Altemus Company, Philadelphia. Price, \$1.00.)

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING OCTOBER 19, 1901.

It Pays to Have Good Night Schools.

Altho the evening school system in many cities has not as yet proved itself conspicuously successful there is no doubt that where it has failed, this has resulted because of lack of careful study as to the needs. In many places the night school work has been altogether on a cheap basis, with cheap teachers, cheap janitorial service, cheap courses of study. We have yet to hear of a city in which a reasonable amount of thought and money has been applied to the evening schools without bringing in adequate results. These schools suffer keenly from neglect, for the pupils who attend them do so not under compulsion of the law or of convention, but because they expect to get some substantial benefit from their hours of study. Deriving such benefit they stay; failing to get it, they cease to attend.

The argument for improving the evening schools in every possible way is twofold, involving two very important questions of school policy. The first is whether the conception of education as being a matter of training solely for children is not a narrow one. Most people, however they may admit in theory the doctrine that education is for every one be he young or old who needs it in his growth toward fullness of power, are practically bound by the convention that confines public education to persons who are under age. The true theory of common school education involves much more than this. It implies that the state gives education not as the inherent right of every mother's son, but as a protection and help, in order that thru the increased efficiency of the citizens in labor and their increased intelligence in their domestic and civic duties the ideals of community existence may be more easily consummated. If this theory is correct, then it is quite as important that the adult whose powers have not ceased to develop shall have assistance in their development as that the processes of the child's mental growth shall be furthered. The only difference in the cases is that compulsion can hardly be required among adults.

The other argument is derived from the waste of capital involved in the non-use of thousands of expensive buildings during a great part of the year. The school does not at present reach the population it should; does not make the most adequate returns for the capital that is sunk in it. Night schools help to increase the value of the school plant to the community, and without adding very serious expenses. Free evening lectures are of course in the same direction, as are vacation schools, parents' meetings, and all the other educational activities that are making toward the school community of the future.

International School Correspondence.

A very interesting variety of the international correspondence scheme is that devised and adopted by Prin. John Carter, of the Oakland school, Topeka, Kas. During the past school year the pupils of the seventh and eighth grades were requested to get ready letters to send to Sunnyside school, Alloa, Scotland. Alloa, it should be said, is a town of fourteen or fifteen thousand inhabitants on the Firth of Forth near Edinburgh, and the Sunnyside school is a free school with special advantages in the way of manual training. Swimming is one of the special studies taught. Among other facts that the Topeka pupils have discovered they have learned with interest that the Alloa boys and girls have to go to school all the year thru with the exception of a short vacation at Easter and in the summer. Education is compulsory there and pupils are not permitted to leave

school until they have received a "a labor certificate" or a "merit certificate." The letters from Alloa are read aloud at the Oakland school every Friday afternoon and are a source of constant pleasure and interest to the American pupils.

Progress in Porto Rico.

Dr. L. S. Rowe, of the University of Pennsylvania, chairman of the Porto Rican law commission, who lately sailed from New York for San Juan, paid a high tribute to the work done on the island by Supt. Martin S. Brumbaugh. His task, Dr. Rowe says, is to be regarded as the creation rather than the reorganization of an educational system, for under the Spanish rule there was no such thing as a system of public education. A few schools were maintained by the church in the large towns. The country districts were absolutely without school facilities. In little more than a year Mr. Brumbaugh has organized upwards of 400 schools and has brought educational facilities into every rural district. The new school system is doing more than any other one thing to convince the people that the purpose of American rule is to advance the interests, not of a class but of the whole people.

The Yale Bi-Centennial.

The celebration of the two hundredth anniversary of the founding of Yale college will take place Oct. 20-23. Every Yale man who can possibly attend will be present at the exercises in honor of Elihu Yale. There will be granting of degrees to distinguished men of this and other countries; college theatricals of historic interest; an exhibition of works by John Trumbull and other early American artists; torchlight processions and sports. The national government will be represented by President Roosevelt, Justice Brewer, Secretaries John Hay and Elihu Root, and Dr. Andrew D. White, ambassador to Germany. Dr. Daniel Coit Gilman and other distinguished educators will make addresses. Not the least important among these educators will be the able president of the university, Mr. Arthur Twining Hadley. It will be Yale's gala week—the fitting jubilee after two centuries of service to the cause of education in a democracy. The influence of Yale has generally been strongly conservative, and it has not been the less valuable on that account. The university represents the finest fruition of Puritanism—a Puritanism modified and mollified, but not corrupted by the influences of our day.

The work that Yale is doing in this two hundred-and-first year of its existence is animated in large part by the spirit of President Hadley's general dictum about social reform. "It is becoming evident," he says, "that the really difficult political problems of the day can be solved only by an educational process. Not by the axioms of metaphysics on the one hand nor by the machinery of legislation on the other can we deal with the questions which vex human society. We must rely on personal character; and, as new difficulties arise, we must develop our standard of character to meet them."

Effects of Abstinence.

Several life insurance companies grant a reduction of five, ten, and even twenty per cent. to total abstainers. It is found the actual deaths were of moderate drinkers ninety-two per cent. and of abstainers seventy per cent. of what was expected. The abstainer is twenty per cent. ahead of the moderate drinker in the probability of living.

Northwestern University.

Sixteen students did not return to Northwestern university at its fall opening. The unfortunates include both sexes. The faculty has been annoyed by the great number of marriage engagements among the stu-

dents. They are averse to have Northwestern university known thruout the country as more of a matrimonial bureau than an educational institution. "These students spent the time in courting that should have been given to study," said one who knows.

School for Defective Children.

The school recently founded by Dr. Maximilian P. E. Groszmann, at Fort Washington avenue and Depot Lane, Manhattan Borough, for the education of exceptional, nervous, and defective children has opened under most favorable auspices. This enterprise of Dr. Groszmann's is so notable, its consequences likely to be so far-reaching, that it should certainly attract the attention of all progressive educators. The number of minor mental abnormalities in any community is larger—much larger than most people suppose. From among these defective and peculiar children the ranks of the criminal and imbecile classes are constantly recruited. How to help or heal the abnormality of children, whose peculiarities are such as to render impossible their education in ordinary schools, is one of the educational problems of our times.

The case of Leon Czolgosz, who will next week expiate his crime by death in the electric chair, suggests the need there is for special education of defectives. Everything goes to show that Czolgosz is abnormal. As a boy he was of the lonesome, brooding kind, out of touch with his environment, weak, cowardly, and emotional. Just how much expert pedagogical care could have done for Czolgosz no one can say, but it is not at all unlikely that had the boy been sympathetically educated the fearful tragedy at Buffalo would have been averted. It is plainly the duty of society to protect itself, not only against its enemies, but against those who thru physical and moral weaknesses are liable to become enemies.

The Groszmann school as a pioneer in this prophylactic movement deserves all possible support. It is strong not only in its director, but in the corps of consulting physicians. The medical director of the school is Dr. Nathan Oppenheim, author of several well-known works on child-development. With him are associated Drs. William Hirsch, Frank W. Chamberlain, and Robert Kuntzer, neurologists; Dr. Frank Torek, for many years medical supervisor at the Ethical Culture schools, New York; Dr. E. Gruening, one of the leading New York ophthalmologists; Dr. Max Toeplitz, laryngologist; Dr. S. Breitenfeld, special in internal diseases; Dr. Edward Pisko, consulting dermatologist, and Dr. Henry Ling Taylor, consulting orthopaedic surgeon.

A Descendant of Franklin.

Franklin's great granddaughter, Mrs. Elizabeth Duane Gillespie, lately died. Her father, James Duane wrote the will of Stephen Girard providing for Girard college. She organized the Colonial Dames, and unveiled the tablet to Franklin in the Hall of Fame.

Parochial Schools.

The cornerstone of a Catholic parochial school, Jersey City, was laid by Bishop O'Connor. Bishop McFaul said that there would be less lawlessness and anarchy in this country if the children received more of a Christian education; they cannot acquire a proper religious training by attending Sunday school for only one hour each week. The new building will cost about \$150,000.

An Algebraic Will.

Peter J. Gorgen, of Milwaukee, left an estate, which is valued at \$3,500, to be divided among the widow and eight children in the following manner:

"Mary to receive for her share \$200 more than the other children; Nicholas to receive \$50 less than the other children; John to receive \$70 less than the other children; Anna to receive \$30 less than the other children; Joseph, Peter, Gabriel and Frank to receive an equal share, which shall be \$200 less than Mary, \$50

more than Nicholas, \$70 more than John, and \$30 more than Anna."

The printing of the annual report of the proceedings of the National Educational Association is now well under way and will be completed about December 15, so that the volumes may be delivered before the holiday vacation.

If a student at the University of Chicago does not know whether he wants to study law or medicine; if he is bothered with the problem whether he should accept further education at the hands of his father or should go to work; if he is considering getting married and wants to hear the opinion of a disinterested educator as to the advisability of the step—in short, if in any exigency he needs the services of an educational expert he can have them by consulting with some member of the newly created board of official advisers. The university has arranged for a committee of faculty members who will serve as confidential advisers to the student body. These counsellors will be men who are both popular with the students and conspicuous for their broad and sympathetic natures. The students will be divided into groups and an adviser appointed for each group. Each adviser will have regular office hours when students may consult him and in cases where he does not feel himself competent to give advice he may turn over the matter to any one of his colleagues in the faculty.

Provost Harrison, of the University of Pennsylvania, has done a good thing in making a declaration against professionalism in college athletics. His own university has been in the past one of those whose sins in this direction have been, if not more numerous than in other universities, at least more glaringly manifest. Indeed, Mr. Harrison made a practical admission of Pennsylvania's remissness when, abandoning generalities, he mentioned two offenders in last year's track team by name and promised to use his entire influence to prevent the recurrence of such abuses. No doubt the amateur standing of such members of this year's football team will be very closely investigated. This is as it should be. The day is past when excitable undergraduates can be allowed to regulate intercollegiate athletics; wiser heads are needed to solve the knotty problems of the four sports—football, running, baseball, and track athletics.

Gen. Robert H. Hall, U. S. A., who has recently returned from the Philippine islands, says that education is hastening the processes of pacification. Therein lies the salvation of the islands.

"I never saw," he says, "such an intense desire for education. The children appear to be crazy to learn the English language, and their interest is shared to an unusual degree by their elders. The teachers sent to the islands by the government will find the children quick to learn and most interesting material."

Supt. H. O. R. Siefert, of Milwaukee, has announced his conviction that for pupils in the lower grades a half-day session of the school is best. He maintains that young children can not profitably be kept at their books longer than three or four hours a day. This contention, which will probably be granted by most educators, is subject to one serious objection which Mr. Siefert himself notes. Parents do not like the half-day arrangement, for it throws back a large measure of the care of the children upon them. This is a fact in human nature that must always be taken into account. The parents, especially the mothers in needy homes, are too busy, and in well-to-do homes too engrossed in social and other obligations to give children the watchful attention they should have thru the long day. The question may be raised if it is not the proper function of the school to supervise the child's hours of play as well as the hours of work. Under such a plan the amount of time given to book study can be regulated upon purely educational grounds.

Letters.

As a Social Force.

Anyone who studies our social system cannot but see that some force is needed besides the church to aid the working man to get the good out of life that is believed to be in it. To exemplify: The working man gets enough money to put clothes on his back, a roof over his head and food in his stomach, but he reads considerable light literature, and gets ideas of life above these prosaic results. Now the labor unions undertake to help by combinations, but veterans in these feel doubtful as to their being just the thing.

As nine-tenths of the people in this world must be workers, our best thinkers are asking whether the working man might not get a considerable enjoyment out of life thru education. He has now a great deal of time to himself, more than ever before, and the question is, "What will he do with it?"

Mr. Hammerstein says that there is a great deal of money in building theaters for them; that the evenings hang heavy on their hands and that they are bound to go to the theater. It certainly is true that a great number do go there.

Now cannot the school step in and aid in the solution of this problem? I believe it can. If the principal would head the enterprise there might be lectures and literary gatherings that would prove of great aid to the working man. We may not have arrived at the time when a "parents' room" will be an adjunct to the school-house, but that time will come.

If a suitable building were secured near the school-house reading rooms could be fitted up as club rooms for parents. The trouble would be in raising money for the building; for I think all running expenses would be paid by working men.

This matter was mentioned to a generous helper of laboring men; but he said, "Not yet; the noisy talkers of socialism and the strikers would dominate the thing; the real working men are not yet able to run such a place if we should furnish it."

Some years ago a book was published with the title: "How to Be Happy Tho Married." What the working man needs to know is how to be happy tho a working man. Of course, very much depends upon the bringing up. I know a great many working people who live respectably, and pleasantly, and they certainly enjoy life as much as the rich. They are intelligent, industrious, economical. Such people would be prime movers in a club such as I have mentioned. Here is indeed, a weighty problem.

EGBERT ADAMS.

New York.

Death of Professor Greenough.

Very many classical teachers who have done work in the college or the graduate school at Harvard have been pained to hear of the death of James Bradstreet Greenough, professor of Latin. Mr. Greenough had for the past year and one-half been suffering from the effects of a paralytic stroke, but his speedy recovery was already hoped for when he suddenly passed away.

No man on the teaching force at Harvard conducted more interesting and spirited recitations than Mr. Greenough. He was one of those stimulating teachers who are bound to set to their classes an example of mental vim. He had the utmost contempt for mere pedantry. Often he would check a student's digression into some merely informational field with, "No, no! that's all well enough, but what we are after here is to learn to read Latin. When we have got that power, we'll know how to make use of our knowledge." He was a man of keen sense of humor and many of his *bon mots* were well worthy of record.

Mr. Greenough was born in Portland, Me., in 1833, and was graduated from Harvard college in 1856. He attended the law school for one term and went to

Michigan where he was admitted to the bar. He practiced law until 1865 when he was offered a position at Harvard as tutor in Latin. In 1873 he was made assistant professor and in 1883 full professor.

Mr. Greenough's Latin text-books are too well known to need special comment. They are models of their kind, both from the point of view of scholarship and of arrangement. His works upon particular phases of Latin have become authoritative. One of his latest contributions to popular scholarship, written in collaboration with Mr. George Lyman Kittredge, is *Words and their Ways*, a fascinating study of the sources of English speech. In a lighter vein are Mr. Greenough's comic operas "The Queen of Hearts," "Old King Cole," "The Black Birds," and several others.

Mr. Greenough was a pioneer in the movement for the college education of women. He was one of the founders of Radcliffe college, and he has been on its board of directors since the foundation. C. W. F.

Cambridge, Mass.

A Correction.

On page 340 of THE SCHOOL JOURNAL appears the letter I wrote you concerning "Lynching," but there is an error in it that should be corrected. I said, "I do not think a lynching has occurred in England, Ireland, or Scotland during the past fifty years, and but few murders occur;" it is printed "murders are numerous." That would be a libel on the law abiding people of those countries. I make this correction for THE JOURNAL is the educational Bible of most of our superintendents and leading school men. I want to thank you for the very able articles that appear in that and for the valuable information that you gather from all quarters. E. G. L.

Richmond.

Our Reading.

What are you reading? is the pertinent question asked by Pres. John W. Cook in the *School News*. Every one of us, he adds, should be ready to respond with the name of some helpful book. A teacher who lacks the reading habit is a teacher who is not keeping himself in vital touch with the most inspiring people. It is indeed a rare mind that can afford to live alone. The genius may be a law unto himself, but for us ordinary folk the opportunity of making daily drafts on the literary treasure-houses of the world is indispensable if there is to be much in the way of fine living.

There is the book that gives a wider sweep and an added charm to the shop work. It must have its time. And there is the book that we are really reading, and that means that we are "comradng" with it for the season. It lies within easy reach so that our hand stretches out to it, as we reach for the hand of a friend, when a leisure moment comes our way. We read the same fine pages again and again and find ourselves new beings under the magic of their touch. And then we settle down for a good hour, or two if the fates are kind to us, with the author that we are following with the purpose to know him. He will claim our chief attention for the year, for we are not going to make the dreary mistake of "general reading." Quite before we know it we shall find ourselves with literary opinions. And that, in the phrase of an English friend, will be "not altogether bad, you know."

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The Educational Outlook.

Opportunity for Private Normal School.

State Supt. W. K. Fowler, of Nebraska, is calling attention to a good opening at Lincoln, the state capital, for a private normal school. The building already exists just outside the city. It cost upwards of \$100,000. During the first two years of its existence the school had about 1,000 students in attendance, but it came to grief during the financial panic of 1893 and the two succeeding years in which there was a total failure of the crops of the state. The establishment of a rival institution in another suburb of Lincoln also contributed to the downfall of this school.

At present Nebraska is prosperous, the rival school has been destroyed by fire, and there seems to be an actual demand for such a school as was originally purposed. For the right man, or men, a signal opportunity is offered. The property can be purchased for about one-third of its actual value, part in cash, the balance on easy terms. Mr. Fowler would be glad to put any interested people in communication with the owners.

Teachers of German Scarce.

MILWAUKEE, WIS.—Truly a remarkable state of things when this German city, the Berlin of the new world, finds itself short of German instructors. Yet such is the case. Supt. A. B. Abrams, of the modern language department, has discovered that there is not a teacher of German on the eligible list available in case a vacancy should suddenly be created. All those who passed last June have been appointed and more could be used if they were on the list. There will probably be a special examination the latter part of October.

Chicago Items.

The regular meeting of the Chicago teachers' federation will be held Oct. 19, 1901, in Handel hall. Under the head of business there will be discussion of salaries for 1902; pensions; report of delegates to Illinois federation of women's clubs. The address of the morning will be upon "Democracy and Education," by Prof. Charles Zeublin, of the University of Chicago.

Dr. James R. Dewey Resigns.

The resignation of Dr. James R. Dewey as instructor in the West Division high school takes out of the service one of its old and most efficient teachers. Dr. Dewey, who is seventy-two years old, has been teaching in this city forty-one years. Dr. Dewey was graduated in medicine twelve years ago and has, while still teaching in the high school, held the chair of medical terminology in the homeopathic medical school. He would not now be giving up his arduous teaching duties were it not for serious eye trouble which has rendered a rest necessary. Dr. Dewey will go to live in Denver.

From Philadelphia.

The semi-centennial of the Forest public school, Falls of Schuylkill, was celebrated Oct. 5 with appropriate exercises in the school yard. Charles A. Blumhard, of the thirty-eighth sectional board presided. There were addresses by Rev. J. S. J. McConnell, Mayor Ashbridge; O. P. Ely, principal of the school; Assistant Supt. J. P. Garber, and J. Monroe Willard, principal of the girls' normal school. Robert R. Shroff read an historical sketch of the school and of the early educational institutions of the locality. The Forest school succeeded the famous Fall school. Of its twelve former principals those still living are George P. Eldridge, of Atlantic City; ex-Councilman J. Emory Byram, J. Monroe Willard and O. P. Ely, the present incumbent. The school has 900 pupils and twenty teachers.

Miss Hannah Engle, whose every day substituting was held up by the publicity given to it thru the newspapers, has at last received a permanent position as fifth grade teacher in the Robert T. Conrad school. Place was made for her thru the resignation of Miss Anna G. Stretch who has left teaching to accept a business position. Miss Engle's name was placed in nomination by Mr. E. F. Swift who said of her, "She is one of the brightest substitutes there is in the whole city of Philadelphia. We have numerous applicants for positions as teachers, but of all these applicants I know of no substitute as worthy as she." He declared that she had been punished, criticised, and insultingly disgraced, publicly. "Now, to confer a well deserved honor on a distinguished scholar," he continued, "I nominate Miss Hannah Engle."

Will Supply Schools with Flowers.

A branch of the national plant, flower, and fruit guild has been organized in the suburb Roxborough for the purpose of supplying schools in the twenty-first ward with flowers weekly for nature study and drawing. The officers are—Mrs. Emma V. Thomas, principal of the Fairview school, president; Mrs. Mary Cornman, vice-president; Miss Retta H. Thompson, supervising principal of the Washington Combined schools, secretary; Mrs. Frederick H. Sobernheimer, treasurer; Miss Emma Wolfden, Miss Martha Woerner, and Miss Sarah B. Adams, collectors. The patronesses include Mrs. John Dearnley, Miss Jennie Schofield, Mrs. Joseph M. Adams, and Mrs. Ott Thompson.

In and Around New York.

Seth Low on Salaries.

There was consternation among teachers when several morning papers came out October 11 with a report of a speech by Mr. Seth Low, candidate for mayor, in which he seemed to state that if elected he should cut down teachers' salaries in order to save money for school buildings. When interviewed on the subject Mr. Low said he had been incorrectly reported and that he has no wish to interfere with salaries. Incidentally he paid a high compliment to the work of the teaching force.

Free Lectures in Progress.

The second season of the Brooklyn free evening lectures started Oct. 7, under most favorable auspices. Pres. Charles E. Robertson, of the board of education, has secured an additional \$10,000 for the lecture fund, and this "fund" has made it possible to open ten new lecture centers most of which are in the outlying districts of the borough. New centers have been established in Flatbush, Borough Park, Bensonhurst, Parkville, Bath Beach, South Brooklyn, Williamsburgh, and Greenpoint. The committee on free lectures is composed of Dr. J. H. Hunt, chairman; Horace E. Dresser, Dr. John Harrigan, John R. Thompson, Arthur S. Somers, John T. Breen, and Dr. John K. Powell. The supervision of them has again been put in the hands of Associate Supt. Edward B. Shallow, under whose efficient guidance the system was inaugurated last spring. The list of lectures numbers about eighty, and the total number of lectures to be given will exceed 200.

Queens Borough Teachers' Association.

The Teachers' Association of the Borough of Queens at its meeting October 12 elected the following officers: President, Prin. Charles J. Jennings, P. S. No. 47, Jamaica; first vice president, Julius A. Green, P. S. No. 1, Long Island City; second vice president, F. H. Mead, P. S. No. 78; corresponding secretary, Nellie E. Simon, P. S. No. 4; recording secretary, Benjamin Thorp, P. S. No. 47, Jamaica; treasurer, Edward M. Hopkins, P. S. No. 7, Long Island City.

This association holds four meetings during the school year. The next meeting will be held in December.

Yale Graduates off for New Haven.

New York will be pretty thoroly drained of Yale men next week, for the bicentennial exercises will draw practically all of them over to New Haven. The Yale Club has engaged the entire Pequot house at Morris Cove for the benefit of its members. It is estimated that the New York contingent will be more than one thousand strong. Probably one-half of those who go over will stay the entire three days.

Seth Low's Farewell to Columbia.

Pres. Seth Low made his formal farewell as the executive head of Columbia university Oct. 8. The trustees adopted a minute expressing their appreciation of his services and their regret at his resignation, and chose Mr. Nicholas Murray Butler, dean of the school of philosophy, acting president to succeed Mr. Low.

The university chapel was crowded with students when Mr. Low made his farewell address. The retiring president was visibly affected by the demonstrations of the students, who gave him cheer after cheer until they were hoarse. In explaining the difference between this resignation and that of four years ago Mr. Low said that at that time the university was confronted with such problems that it seemed desirable for him, in case of defeat in the mayoralty election, to continue to serve the university. Now, however, those problems have for the most part been satisfactorily solved, and there is a distinct advantage to a candidate in going into his contest as a man who has burned his bridges behind him. Continuing Mr. Low said:

"I need scarcely say to you that I have not reached this decision lightly or unadvisedly. I cannot contemplate actually leaving the university, to which I have given the last twelve years of my life, without a feeling of sadness akin to solemnity. The parting of the personal ties that bind me here is full of pain. My separation from the young, alert, buoyant, enthusiastic life of the student is a source of profound regret. But Columbia university has no more important duty than to teach patriotism, and, therefore, Columbia's president must illustrate it. But altho now I go, when before I stayed, Columbia is imbedded so firmly in my heart that wherever and however I can serve her I shall be glad to do so. My prayer for Columbia is that she may always prosper and, for you, that each one of you, in good time and in your own way, may be privileged to contribute something to her fair renown."

A report will be made Nov. 4 by a committee of five trustees appointed to nominate a candidate for the presidency to succeed Mr. Low.

Columbia Scholarships.

The Hewitt competitive scholarship, offered at Columbia university this year to a candidate prepared in the public schools of the Greater New York, was won by W. S. Messer, of the boys' high school, Brooklyn. His work averaged 85.6 per

cent. The competitive scholarship offered by the alumni to the candidate passing the best examination went to Edward Japir, of the DeWitt Clinton high school, Manhattan. His average was 90.6 per cent. The three Brooklyn competitive scholarships were awarded to P. M. Smith, J. L. Waldron, and J. Tolchinsky, all of the boys' high school, Brooklyn.

The highest entrance examination for admission to Barnard college was passed by Isabelle Mott, of the Wadleigh high school, Manhattan. She receives the trustees' competitive scholarship. The three Brooklyn scholarships go to Anna J. Kennedy and Sallie F. Aulkner Fletcher of the Erasmus hall high school, and Emily J. Hutchinson, of the girls' high school.

Helen Gould Scholarships.

New York university has received from Miss Helen Gould two new scholarships, one for boys graduated from the high school at Irvington-on-the-Hudson; the other for graduates of the high school at Tarrytown. These will be awarded as competitive prizes by the principal of the school and the local board of education. If the winner of the scholarship is for any reason unable to avail himself of it, the principal and the board of education are expected to appoint a candidate in his place; but should no one be appointed at the beginning of the school year, the university may award the scholarship to some deserving student. It is understood that when given in the Irvington or the Tarrytown high school, it is given for the full college course of four years. The amount of this scholarship fund is \$12,000.

Teachers College Open.

The new school year at Teachers college began October 7 with more students enrolled by 150 than on the corresponding day last year. The number of extension students is also very large. The following persons have been elected as holders of the special \$500 scholarships given by John D. Rockefeller, George Foster Peabody, V. Everit Macy, and John Crosby Brown for the assistance and encouragement of Southern teachers: Orland L. Barnett, Shelby, N. C.; Edward M. Gammon, Rome, Ga.; Peter P. Garner, Macon, Miss.; Marion G. Ryland, Richmond, Va.; Hannah H. Reddick, Americus, Ga.; Edna A. Spears, Montgomery, Ala.; Charles A. Wood, Tuskegee, Ala.; Edward H. Carry, Victoria, Texas; Darius Eastman, Oxford, N. C.

During the past year, according to the report of the appointment committee, 127 students have been placed in positions as supervisors, superintendents, principals, grade teachers, and special teachers.

An entirely new field into which Teachers college will branch out this winter is the training of Sunday school teachers. Courses have been laid out that are especially suitable for Sunday school superintendents and teachers, secretaries of Y. M. C. A. or Y. W. C. A. Associations, mission workers, and others. The courses thus far arranged are: Education E1, history of education, Saturdays at 11.30 A. M., given by Dr. George Balthasar Germann; education E2, principles of education, Saturdays at 10.30 A. M.; education E3, applications of psychology, Saturdays at 9.30 A. M., by Dr. E. L. Thorndike. There will also be a new course on Old Testament characters on Sunday afternoons at 4 o'clock, given by Rev. Dr. Robert Morse Hodge, formerly director of the Bible institute at Nashville, Tenn., now a teacher in the Union Theological seminary.

JAMAICA, L. I.—So great is the number of students this fall at the Jamaica normal school that the management is considering a plan for enlarging the school and adding to the teaching force.

Michigan Changes.

The year 1901-02 is well under way and with but few changes in the public schools, especially the larger ones. The superintendents at Detroit, Grand Rapids, Saginaw, Jackson, Bay City, Lansing, Ionia, Port Huron, Albion, Muskegon, Ypsilanti, Cadillac, Ann Arbor, and Battle Creek all hold over. Flint was one of the larger towns to change. Supt. Warren C. Hull followed Mr. E. F. Church, deceased, as superintendent of the Blind school at Lansing, and was in turn followed by Supt. R. H. Kirtland, of Houghton, at Flint. Supt. E. F. Lohr resigned at Marshall to take the Boston office of Atkinson & Mentzer, and was succeeded by Prin. Ralph S. Garwood. Mr. A. E. Curtis, of Adrian, was compelled to retire on account of his health. Mr. P. J. Wilson, of Wyandotte, takes charge at Adrian, and Supt. G. R. Brandt goes to Wyandotte. Supt. E. F. Gee returns to Wayne after an absence of several years.

Mr. J. J. Marshall, who took his degree at Ann Arbor in June, enters upon the superintendency at Rome, Superintendent Thompson, who closed an even quarter of a century at that place taking the county commission. Menominee releases Supt. O. I. Woodley and elects Mr. B. Smith Hopkins, last year at Columbia. Mr. Woodley will represent the Macmillan Company. Supt. A. F. Rockwell, of Leslie, takes charge of Vassar schools, while Mr. H. C. Rankin, who has been out of school work for a number of years and who was formerly at Leslie, returns there.

Prin. S. O. Hartwell was promoted to the superintendency

at Kalamazoo vice Supt. O. E. Latham. Mr. P. A. Cowgill, of Lapeer, goes to Michigan City, Ind., and is followed by Prin. H. P. Stellwagen. Mr. J. G. Monroe, at Michigan City, and a Michigan man, returns to the state and locates in Jackson in the insurance business.

Two of the colleges have new presidents this year. Pres. John P. Ashley retires from Albion and is succeeded by Dr. Samuel Dickie, who was formerly in the college faculty but who has more recently gained a very large acquaintance thru his being chairman of the National Prohibition committee and later joint editor with Mr. John G. Wooley, of the *New Voice*. Mr. George F. Mosher retires from the presidency of Hillsdale college to take up editorial work, and Prof. Charles H. Gurney, principal of the normal department is made acting president.

Albion, Mich.

W. J. McKONE.

New Principals in New Orleans.

NEW ORLEANS, LA.—The schools opened Oct. 1, with an enrollment of more than 30,000. Several new principals are in charge of important buildings.

At the normal school the new principal is Miss Margaret C. Hanson, daughter of the late R. T. Hanson, a prominent citizen of Donaldsonville. Miss Hanson is a graduate of the Peabody normal school at Nashville. She taught first in a private school in this city, but later in the boys' high school where she was promoted to the vice-principalship. Hence she comes to the principalship of the normal school, the highest position a woman can fill in the city system.

Miss Gertrude Ellis, the newly elected principal of La Salle school, is a graduate of the girls' high school who has risen steadily and rapidly from a position as substitute teacher. She has held several positions of honor in the educational association, and last June was elected its president.

Miss Rubie G. Harris, the new head of the Zachary Taylor school, has had a brilliant record since she was graduated with the alumni gold medal from the McDonough high school. She became a teacher in 1894, and has been steadily promoted.

The handsome Frank T. Howard school has fallen to the lot of Miss Virginia Marion, a recent graduate of the Sacred Heart Academy, the local normal school and the University of Chicago. Miss Marion has been vice-principal of the Jackson boys' school, and is the popular secretary of the normal school alumnae.

Miss M. A. Tallien, who has taken charge of the Jefferson school is very well known as the efficient treasurer of the teachers' guild. She has been for a number of years vice-principal of McDonough school No. 14, and has been a constant student of education.

McDonough school No. 30, will have for its head Miss Estelle L. Magendie, of a famous old New Orleans family. Her maternal grandfather was D. Canova, the famous Italian artist. Miss Magendie is a graduate of the upper girls' high school and of the New Orleans college of oratory. She has been vice-principal of McDonough No. 17.

Miss Catherine Hurley, who has been elected to McDonough No. 17, is a young teacher who has advanced very rapidly to a leading position. She was graduated with distinction from the girls' high school in 1889, served a trying apprenticeship in the Claiborne school (colored), whence she was transferred to McDonough No. 17; then to McDonough No. 30, and now back to McDonough No. 17 as its principal.

Educational Meetings.

Oct. 24-26.—Vermont State Teachers' Association at Burlington.

Oct. 25-26.—Southeastern Ohio Teachers' Association, at Jackson.

Oct. 25-26.—Northern Illinois Teachers' Association at Elgin.

Oct. 26.—Southwestern Ohio Teachers' Association at Hamilton.

Oct. 31-Nov. 2.—Rhode Island Institute of Instruction at Providence.

Nov. 8-9.—Central Ohio Teachers' Association at Cincinnati.

Nov. 25-27.—Oregon State Teachers' Association at Portland.

Nov. 28-30.—South Central Missouri Teachers' Association at Mountain Grove. President W. H. Lynch.

Nov. 29-30.—Northwestern Ohio Teachers' Association at Toledo.

Nov. 21-30.—Eastern Ohio Teachers' Association at Zanesville.

Nov. 29-30.—Massachusetts State Teachers' Association at Worcester.

Nov. 29-30.—Association of Colleges and Preparatory Schools of the Middle States and Maryland.

Dec. 26-28.—Southern Educational Assoc., Columbia, S. C.

Dec. 27-30.—Iowa State Teachers' Association, Des Moines.

Pres. A. W. Stewart, Ottumwa.

Dec. 30-31.—Nebraska County Superintendents, Lincoln.

Fortify the system against disease by purifying and enriching the blood—in other words, take Hood's Sarsaparilla.

New England Notes.

CAMBRIDGE, MASS.—Miss Helen E. Andrews, for the past three years a teacher in the English high school, died at her residence, 27 Church street, Malden, on Oct. 8. Her funeral was attended by a large number of pupils and friends, including the teachers of the English high school. Miss Andrews was a graduate of Boston university, and she had taught at Reading and at Barre before coming to Cambridge.

Prof. Horatio S. White, dean of the faculty of arts and sciences in Cornell university, has been elected professor of German at Harvard, and has accepted. His work will be in Middle High German and in modern German literature. Professor White was graduated from Harvard in 1873, and in 1876 he became assistant professor of Greek and Latin at Cornell. The next year he became professor of German, a chair which he has held ever since. In 1896, he became dean. He spent last year in Europe and received the degree of LL. D. from the University of Glasgow. He will continue his duties at Cornell until next June.

ANDOVER, MASS.—A very large company gathered on Andover hill, Oct. 7, to carry to his final resting place the remains of the dead principal of Phillips academy, Dr. Cecil F. P. Bancroft. Many former college friends and classmates were present, including Mr. Parker and Dr. Little, of Boston, and Dr. Carleton, of Bradford, at one time a teacher in the academy, and President Harris, of Amherst. A large number of men prominent in educational work was also present. The services were conducted by Pres. Wm. F. Tucker, of Dartmouth, and were of the simplest character. Beside the open grave in the Academy cemetery, Professor Taylor, of the seminary, offered the burial service while the students of the academy stood by with uncovered heads.

QUINCY, MASS.—Mr. Algernon S. Dyer has resigned the position of sub-master in the high school to accept a call to the professorship of classics and English in Bowdoin college, Brunswick, Maine.

DEDHAM, MASS.—Mr. Herbert L. Rand, principal of the Washington school, Melrose, has been elected principal of the Ames school. This position was lately made vacant by the election of Mr. Frederick W. Swan to a submastership in Boston.

SOMERVILLE, MASS.—Mr. Charles F. Abbott, of Gardner, has been elected submaster in the English high school at a salary of \$1,300.

LYNN, MASS.—M. Charles E. Simpson has resigned his position in the high school to accept the position of junior master in the East Boston high school.

LEOMINSTER, MASS.—Mr. Walter F. Burk, of the high school, has been elected submaster of the high school at Pawtucket, R. I., to teach the sciences.

PROVIDENCE, R. I.—Dr. J. B. E. Jones, of the German department of Purdue university, Lafayette, Indiana, has been elected professor of German in Brown university, to succeed the late Prof. Alonzo Williams. One hundred ninety-six have been enrolled in the freshman class at Brown, and the total number in the university is nine hundred.

NEW HAVEN, CONN.—The official registration of Yale university shows an attendance of about 2,750 students, an increase of some 200 over last year.

The Webster Centennial.

HANOVER, N. H.—The centenary of Daniel Webster's graduation from Dartmouth college was celebrated September 24 with impressive exercises. Hundreds of graduates returned to Hanover to honor the memory of Alma Mater's most distinguished son. The classes were marshaled by Col. Charles K. Darling, of the Sixth Massachusetts militia, and the exercises in the college chapel were presided over by President Fuller. The leading orators of the occasion were both professors of the college, Mr. C. F. Richardson, '71 and Mr. John King Lord '68. Mr. Richardson discussed the traditions of Webster's college days, describing his habits and employments while in college and imparting valuable and hitherto unpublished information as to Webster's place of residence in Hanover. Mr. Lord reviewed "The Development of the College Since the Dartmouth College Case," tracing the successes and failures of the various administrations of the college. In closing he paid high tribute to the administration of President Tucker under which the college is expanding and improving as never before.

Association of Colleges and Preparatory Schools.

BOSTON, MASS.—The New England Association of Colleges and Preparatory Schools held its sixteenth annual meeting in the hall of the Latin school, on October 11. The subject for discussion was the report of the committee on college entrance examinations, recommitted at the meeting last May. Very little change had been made in the matter of the report. A large number of persons who favor some arrangement for co-operation between the colleges expressed themselves as skeptical regarding the recommendations of the committee. The result of a four hours' discussion was to lay the report on the table and call for a conference of college presidents. The position of those speakers who added the most to the discussion is as follows:

Hon. F. A. Hill, secretary of the state board of education, the chairman of the committee, presented the advantages of the plan for uniform examinations and commended the work of the Middle States board. This lies particularly in setting a proper standard for the work required for entrance. It has no pass mark, but reports the results to the several colleges under classified ratings, leaving the colleges, to determine admittance or rejection for themselves. But the committee recommend that a pass mark be established. They object, however, to one feature of the organization of the Middle States board, that of representation of the preparatory schools upon that board.

Prof. John K. Lord, of Dartmouth, had been appointed to open the discussion. He said that he came from a college that admits largely by the certificate plan. He favored the personal element, but said that there is a lack of provision for conditions. Conditioning a student does not stamp him as unfitted for college work but only indicates some unfavorable circumstances in his preparation and a ruling upon them demands a knowledge of the student that can come only from sources other than examinations.

Mr. Wm. C. Collar, head master of the Roxbury Latin school, favored the plan of the committee as a whole, but thought that the preparatory schools should have representation on the examining board. Two important results must come from the plan for uniformity, the doing away with the certificate system, and getting a better set of questions for examination. These would result in getting the preparatory schools out of ruts. The preservation of "college tone" is a fallacious requirement, for an applicant for entrance cannot reasonably be expected to know much of college life nor of the traditions of the particular institutions that he proposes to enter.

Prof. T. H. Hall, of Harvard, decidedly objected to membership of preparatory teachers on an examining board. It would be practically impossible to get men who would do justice to all concerned.

Mr. George S. Fox, of New Haven, opposed any joint plan. He expressed the opinion that such a scheme would only aid the faddist. Further, if Harvard would not come in, as Dr. Collar had asserted, and if her requirements are a year beyond other New England colleges, who could expect Yale to join? So far as personal influence is concerned Yale, for which he prepares students especially, welcomes all information respecting prospective students and gives it due consideration, aside from the examinations.

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These local remedies, if they accomplish anything at all, simply give a very temporary relief and it is doubtful if a permanent cure of catarrh has ever been accomplished by local sprays, washes, and inhalers. They may clear the mucous membrane from the excessive secretion but it returns in a few hours as bad as ever, and the result can hardly be otherwise because the blood is loaded with catarthal poison and it requires no argument to convince anyone that local washes and syraps have absolutely no effect on the blood.

Dr. Ainsworth says, "I have long since discontinued the use of sprays and washes for catarrh of head and throat, because they simply relieve and do not cure.

For some time past I have used only one treatment for all forms of catarrh and the results have been uniformly good, the remedy I use and recommend is Stuart's Catarrh Tablets, a pleasant and harmless preparation sold by druggists at 50c, but my experience has proven one package of Stuart's Catarrh Tablets to be worth a dozen local treatments.

The tablets are composed of Hydrastin, Sanguinaria, Red Gum, Guaiacol, and other safe antiseptics, and any catarrh sufferer can use them with full assurance that they contain no poisonous opiates and that they are the most reasonable and successful treatment for radical cure of catarrh at present known to the profession."

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(Continued from preceding page.)

Pres. L. Clark Seeley, of Smith college, while commending a part of the report, thought that the committee had gone outside its function in condemning the certificate plan.

Prof. E. P. Morris, of Yale, detailed the steps by which that university has come into a more favorable attitude towards the plan for a common examination.

The evening session was given to an address by Pres. Caroline L. Hazard, of Wellesley college, on "The Value of History in the Formation of Character." She held that the influence of modern historical study tends toward a love of truth, training in accuracy, and enlargement of the imagination. It also shows the reign of law. Hence it must help to develop a sentiment of patriotism and lead to an attitude of mind which makes for the preservation of universal peace.

The address was followed by a reception and a collation served in the halls.

How the Churches May Help.

PORTLAND, ME.—State Supt. W. W. Stetson was one of the principal speakers at the National Congregational Council Oct 14. His paper was on the subject, "What help may our churches expect from the public schools." He asserted that every worthy school gives to its pupils a sense of their personal, community, and national responsibilities. Regarding the teaching of biblical history he maintained that the school child has a right to know quite as much about the Christ who was born in a stable, cradled in a manger, who lived in a peasant's cottage, worked at a

carpenter's bench, was so poor that he had nowhere to lay his head, and yet was heard gladly by the common people because he brought life and light into the world, as he is required to learn of the unsavory details of the gods of the so-called heathen nations.

Told in Brief.

MADISON, WIS.—Pres. Charles Kendall Adams has resigned on account of continued ill health. It is understood that his resignation will be accepted and that Prof. Edward Ashael Birge, dean of the college of letters and sciences, will be offered the presidency.

TUSKEGEE, ALA.—Eleven Porto Rican children have been registered in the industrial and agricultural institute, seven boys and four girls from fourteen to eighteen years of age. They are charges of the Porto Rican government.

HIGHLAND, CAL.—A daughter has been born to Mr. and Mrs. Alexis E. Frye. Her name is to be Pearl Eliot Frye, the middle name being in honor of President and Mrs. Eliot, of Harvard university.

SYRACUSE, N. Y.—In accordance with a decision of the bureau of health every school child in the city is to be examined as to its health at least once a month. Defects in eyesight will be discovered and remedied, and infectious diseases will be carefully watched for. The children will also be given lessons in proper sitting and carriage.

BETHLEHEM, PA.—Founders' day was celebrated at Lehigh university Oct. 10 with addresses by Pres. Austin Scott, of Rutgers college, and Hon. Wayne MacVeagh. The exercises were held in Packer Memorial church and included the presentation to the university of an oil painting of Robert Alexander Lamberton, president of the university from 1880 to 1893. The portrait is a gift from members of the Lamberton family. The acceptance speech was made by President Drown, of the university.

The Insect Book, by Dr. L. O. Howard, chief of the division of entomology, U. S. Department of Agriculture, is a treasure-house for all who are interested in insectology, and a fairy land for those who have given little attention to the subject. Of course anything written or arranged by Dr. Howard would be good but this is certainly a remarkably useful and interesting book. Not only are careful descriptions given, as completely as the known facts allow, of the various genera and species of insects, but interest is aroused in each topic by suggestions from the author as to what has not yet been sufficiently studied, so that the reader is minded to start at once to making personal investigations along lines that have never been exactly determined. The treatise gives the characteristics and life history of the insects and is packed with interesting and useful information. It is finely illustrated, and most of the insects being photographs from life. (Doubleday, Page & Company, New York. Price \$3.00.)

Aching Joints

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